

Recreation



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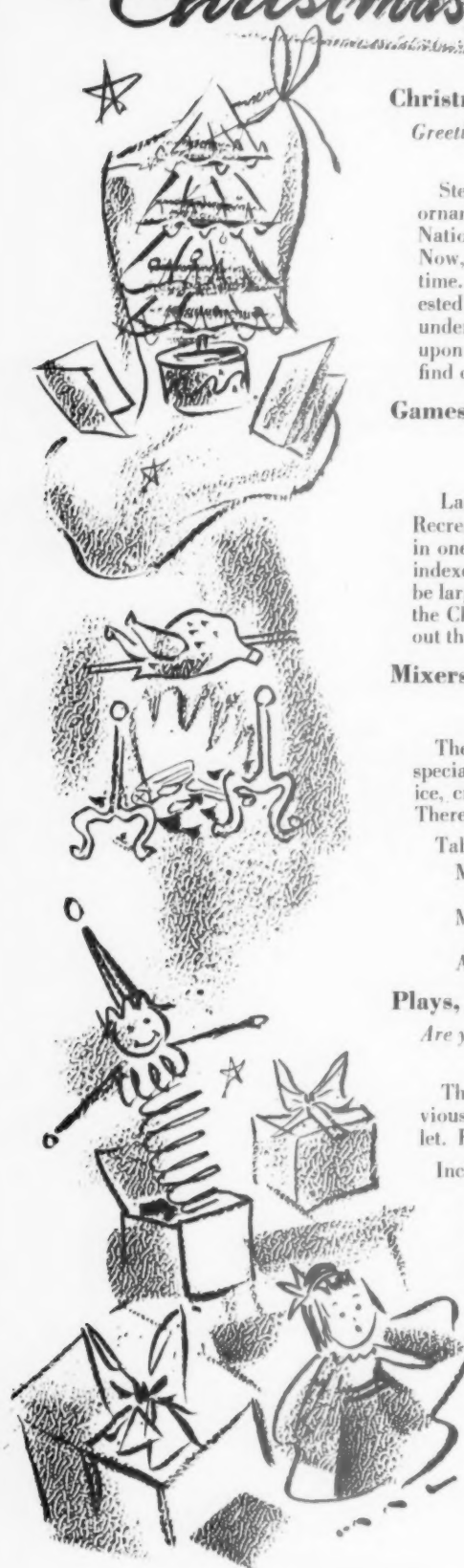
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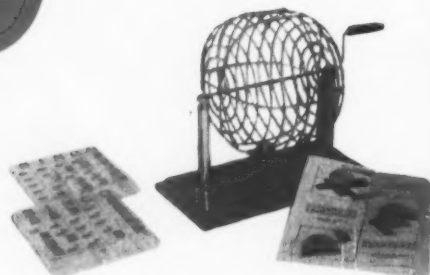


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OCTOBER, 1953



THE MAGAZINE OF THE RECREATION MOVEMENT

Recreation*

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Vol. XLVI-A Price 35 Cents No. 5

On the Cover

Hello Mr. Pumpkin! Once again young America prepares for that magic evening when witches ride, and goblins lurk in every shadowy corner. Photo by Philip Gendreau, New York City.

Next Month

Our special Outdoor Winter Sports Issue, in November, will present a picture of what is being done with outdoor winter facilities and program in a variety of communities throughout the country. Gone are years when winter activities were confined indoors. Variety and skill are the watchwords of the outdoor program of today. Mixed with the articles on ski tows, ice-skating rinks, street-sledding procedures, an artificial hill, games, snow sculpture, ice revues and so on, in this issue, will be suggestions for Christmas projects. Don't miss the excellent "Filming Winter," which will give you the detailed "how-to-do-it" for the taking of snow photographs. "Starting a Winter Sports Program," and "To Start From Scratch," are two of a number of articles which will be helpful to those who want to initiate a winter program in their own communities.

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Affiliate membership in the National Recreation Association is open to all non-profit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agen-

cies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

The Importance of Recreation

Editorial

in Our Rapidly Changing World

Josephine D. Randall



NONE generation, our living conditions have changed so materially that our ancestors of a hundred years ago would be appalled if they were able to re-

turn to our world and see it as it is today.

The brains of our present civilization have invented ways to travel by sea, over the earth, and through the air at a speed beyond the imagination of our forefathers.

The invention of our communication systems—with telephone, telegraph, radio and television—has made us a close neighbor to all people all over the world.

The invention of our motion picture machines and the development of our motion picture theatres have changed, in one generation, the need to satisfy our instinctive urge for music and drama through individual effort.

The many recent household mechanical devices to simplify work in the home have saved time, labor, and have also replaced much of the necessity for creative endeavor.

Our generation may be characterized by motion, speed, noise and mechanically operated activities.

The brains of our present civilization have also discovered how to cure many of the ills which were, in past generations, beyond control. Important discoveries are made yearly in new methods of medical treatment. Longevity has been extended almost fifty per cent in one generation.

Probably the most important discovery of all time is how to split the atom and how atomic energy can be released for use by man.

All frontiers on the surface of the earth have been reached and man is now exploring the bottom of the sea and the extent of the universe.

These frontiers will also be reached

and new frontiers will be sought.

While man is inventing new ways to make possible release from physical effort, new methods to cure ills, and seeking new frontiers to conquer, he is neglecting the exploration of his creative and spiritual needs. He is ignoring the strain of the many changes suddenly placed on his nervous system.

Mechanical inventions have provided us with leisure before we have learned how best to use it.

What are the results? The mental hospitals are filled to capacity and new ones are required. The use of narcotics has increased and alcoholism is not an unusual condition.

Our newly found leisure offers a threat—and a hope. We do not know which way our leisure hours may take us—to new joys and to new heights of happiness and attainment, or to roads that spell defeat for ourselves and for our civilization. We cannot predict what the future may hold, but we do know that our society has the power within itself to determine what the course will be. The course that is open is education—education for leisure.

Research and experimentation in social fields are just as important as research and experimentation in industrial, commercial and scientific fields, and warrant like consideration.

Recreation is the balance wheel in the transition from our old to our new way of life and has much to do with the growth, development, and the future welfare, of our civilization. The machine must become the servant of man.

How can each city and town provide the opportunity for the fulfillment of its investment for the future—in its citizens' leisure time?

The answer may be found in well kept, attractive, recreation centers, for all age groups, as free as possible from mechanical noises and confusion of the streets; centers where a quiet, restful atmosphere of cleanliness, order, sys-

tem and beauty abides; where all feel at home and all feel relaxed; centers where the little child, the adolescent, the adult and the senior citizen have opportunity to participate in physical and creative activities as interests dictate; centers where leadership is available for all interested in arts, crafts, dramatics, music and sports, and where all share in responsibility.

When playgrounds and recreation centers were first considered a proper function of government, the activities available were largely for children. It soon became apparent that opportunities for a well-rounded program of activities had to be made available for adolescents too. As the adolescent became an adult it was a natural sequence that recreation opportunities were extended to young adults.

The results of our many inventions and discoveries during the past decades made possible a longer life span, and industrial and business agencies were encouraged to require an earlier age for retirement. Thus our senior citizens suddenly became heir to good health, long life, and to many enforced hours of leisure. If habits and interests for constructive leisure-time activities have been formed during childhood and young adulthood, the hours spent by our senior citizens during their free time will be a great asset to the community. But if the community has not had the foresight to make provision for the proper use of the free time of all its people, young and old, the waste to society and to social progress will be inexcusable and will be a blot upon our future civilization.

The answer lies in the years ahead; but the responsibility lies in the course the community chooses to take today.

DR. JOSEPHINE RANDALL recently retired from her position as superintendent of recreation in San Francisco. See RECREATION, June 1951, page 161.

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Letters

From Other Lands

Sirs:

With great satisfaction I have received your copies of the magazine, RECREATION. You can't imagine how I am glad and grateful for your kindness and helpfulness. These numbers came just in time to be useful in our work.

As you have known, our job is to create new citizens during the course of recreation and sports work.

According to Mr. Rivers' short program here, he visited only one of our "Social Sports Centers," at Guiza, near Cairo; but I am very sure that he would have reached a more complete and clearer opinion if he could have visited the others of our playgrounds and centers.

AMIN SADIK, General Inspector of
Physical Education, Department of
Sports, Cairo, Egypt.

* * * *

Sirs:

Thank you very much for the copies of RECREATION which you recently sent to us. They will be a valuable addition to our magazine reference collection. In fact we have had several questions in the past few months which could have been answered by articles listed in the magazine; and we will no doubt have more such questions.

The collection would be even more useful if it would be possible to fill in some of the missing numbers. Do you think that some of your members or readers would have back files which they would be willing to part with in such a worthy cause? I am enclosing a list of the numbers that are lacking, just in case there might be someone able to complete your generous gesture:

1937, Jan., March, Oct.; 1938, March, June, July, Aug., Nov.; 1939, June, Dec.; 1941, Sept.—Dec.; 1942, Jan., Feb., Apr., June—Dec.; 1943, Apr., July, June, Sept.—Nov.; 1944, Jan., Feb., Nov.; 1945, March—May, Aug.; 1946, Jan., Feb., June, Oct., Nov., Dec.; 1947, Jan., Nov.; 1948, Jan., Apr., May, Aug., Oct., Nov.; 1949, Feb., March, May, Aug.—Dec.; 1950, Jan.—March, May, June, Dec.

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* * * *

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I take an interest in your publication called RECREATION and I do not fail to read the same whenever I visit the U. S. I. S. Library in this part of India.

H. B. OZA, Bombay, India.

* * * *

• See also "International Understanding," page 272.—Ed.

Suggestion from Layman

Sirs:

I believe that checker boards and checkers should be available at all recreation places, or in city parks they might have Checker Pavilions with tables at which men and women can enjoy themselves.

Your organization could reach city officials to do this. They furnish golf, tennis, baseball, soccer, basketball, so why not encourage checker games for youngsters and old people? It is a great and learned game and trains the mind, and also is a great relaxation; and it breeds more friendships by seeing how much we know or how little we know. Girls learn checkers fast, being very able players. Hope you can encourage this in girls' clubs and boys' clubs and fraternal organizations, and in city parks all over the nation. Boards could be painted on tables and checkers owned by players.

JAMES E. McDONALD, Somerville,
Massachusetts.

Baseball School

Sirs:

In answer to your request for information about local baseball clinics, on the Letters page of your June issue, we are glad to write that, while we don't have a full baseball school, we do run a baseball clinic, for the boys of this area.

We are fortunate in having Bob Doerr, one of the former greats of the American League. Bob has agreed to conduct a clinic for the kids on two consecutive Saturdays before our league season starts. He is doing this voluntarily—all we had to do was ask him. When baseball coaches of Oregon University and the high schools in this area heard that Bob Doerr was to conduct a baseball clinic, we had all the extra volunteer help we could use.

The clinic will be broken down for three different age groups. Our Pee-Wee group, eight-, nine-, ten-year-olds; Pony, eleven-, twelve-, thirteen-year-

olds; and Teens, fourteen to seventeen. The instruction will start at 9:00 A.M., for the Pee-Wee, 10:00 A.M. for Pony and 11:00 for Teens. Individual help will be given in the afternoon. We expect a turnout of some four hundred boys. The subjects to be covered are batting, throwing, catching, base running, infield play, defense and offense strategy.

We are advertising this event over the radio and in the newspapers, and arranging special displays in the department store windows featuring pictures of Bob Doerr with autographed bats.

CLAYTON E. ANDERSON, *Superintendent, Willamalane Park and Recreation District, Oregon.*

New Booklet

Sirs:

This is to request ten reprints each of the series of articles, entitled "School-City Cooperation," by George Butler, which has been appearing in RECREATION.

These articles have been requested by the members of our respective school and recreation boards, with everyone fast coming to the belief that this plan of cooperation will be the only practical way to realize expansion needs.

W. J. CALHOUN, *Director of Recreation, Opelika, Alabama.*

• This series of articles has now been published in booklet form. Available from the National Recreation Association. Price seventy-five cents.—Ed.

Sports Motivation

Sirs:

I have very closely studied Mr. Keller's article, "Sports Motivation" in the September issue of RECREATION, and can unreservedly say that I think it is very well done and very timely. His subject touches upon something which is very important to all of us, namely, the using of every honorable means possible to sell recreation and to stimulate its growth and acceptance. Many of us in the field are dubbed "promoters" and, as he suggests, this term has too long had—in the minds of professional people—an ugly connotation.

Perhaps I am very biased in favor of Mr. Keller and his theories because I have always believed in the necessity of motivation, having learned this when studying to be a teacher, and having applied it ever since in the classroom, the athletic field, the camp playground and community center. However, needless to say I have gathered quite a reputation for being a "promoter, big operator, circus manager, and so on." Mr. Keller's paper, in my opinion should be compulsory reading and used for study in every college recreation course offered today. If there is any area of recreation which needs proper motiva-

tion, development and supervision, it certainly is the field of community athletics. Please note our statement:

STATEMENT OF POLICY

PUBLIC RECREATION offers Much to Community Athletics . . .

HERE games are played in a clean and wholesome atmosphere, according to the rules and with good sportsmanship . . . *HERE* also we play when we want to, as we want to and for our own fun and enjoyment . . .

WE WIN when we can and lose gracefully when we must—for in recreation we can't "lose"—as it is all gain! . . . *TO US* the most important thing is that we play . . .

OVER 1200 of us from five years to forty-five are on this great athletic team . . .

This is your program . . . support it!

(Displayed in our Recreation Office)

This is something which all communities should have, in that it gives direction and purpose to what they are doing.

WILLIAM H. RIDINGER, *Director of Recreation, Concord, North Carolina.*

* * * *

Sirs:

Mr. Keller has brought out a number of very helpful points in his article, "Sports Motivation"; however, he has omitted one excellent method of motivation. Sports participants should be given many opportunities to assume responsibilities often carried by the adults sponsoring the sports program. The child can assist in many publicity areas, in planning the programs, as well as in the actual conduct of the games—in addition to his part as a player in these activities. Many routine jobs can eagerly be performed by players when not active in the games.

KATHERINE W. MONTGOMERY, *Director of Physical Education for Women, Florida State University, Tallahassee.*

* * * *

Sirs:

I believe Mr. Keller's article is an excellent contribution to a recreation worker's check list of essential things to do when one launches any selected activity in an organized recreation program. . . . The theme is clearly revealed to the reader in paragraph three when the writer refers to a "basic formula" for planning any organized recreation program. . . .

He should receive a big thank you from his colleagues for assembling a good list of elements for immediate practical application in any on-going situation and for discussions among those who conduct training and in-service training sessions.

CHARLES F. WECKWERTH, *Director Recreation and Youth Leadership, Springfield, College, Massachusetts.*



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Things You Should Know . .

► **WE HAVE DELAYED INCREASING THE PRICE OF RECREATION MAGAZINE** in spite of steadily rising production costs, through these last years. It has not been easy, and now, an increase has become an absolute necessity. *Beginning January 1, 1954*, therefore, the cost of a yearly subscription to the magazine will be higher. The new price will be announced in our next issue, after cost analysis is completed. *Place your order for a new subscription, or renewal, now*, if you wish to take advantage of the present rate, which is \$3.00 per year, \$5.50 for two years.

► **AS YOU RECEIVE THIS ISSUE OF RECREATION**, or shortly thereafter, the 35th National Recreation Congress will be in session at the Hotel Bellevue-Stratford in Philadelphia. Reports of and materials from the big meeting will be published in the first possible issue of this magazine.

Latest additions to the list of distinguished speakers at the Congress include Secretary of the Interior Douglas McKay who is speaking on Wednesday, Vice Admiral H. G. Norman, C.B., C.B.E., of Great Britain, General Secretary, National Playing Fields Association, is addressing banquet guests on Thursday.

► **ALSO AT THE CONGRESS THIS YEAR**, RECREATION MAGAZINE is featuring a display which will be more complete than in previous years. A staff member—either the editor or editorial assistant—will be in attendance. Both will be delighted to meet personally as many of their readers as possible, to receive suggestions, give information, take your subscription or renewal, sell you a single copy of the magazine, or just chat. Be sure to look for this display in the National Recreation Association Consultation Center.

► **ADVANCE NOTICE OF DATES FOR SPRING 1954 NRA DISTRICT CONFERENCES**: Pacific Southwest, February 14-17, in Santa Rosa, California; Middle Atlantic, March 17-20, in Buck Hill Falls, Pennsylvania; Southeast, March

17-19, Columbus, Georgia; Southwest, March 25-27, Dallas, Texas; Pacific Northwest, March 29-31, Spokane, Washington; Great Lakes, March 30-April 2, Minneapolis, Minnesota; Midwest, March 31-April 3, Hutchinson, Kansas; Southern, April 21-23, Chattanooga, Tennessee; New England, May 11-14, Massachusetts. The complete schedule of these meetings, with further details, will appear in the January issue of RECREATION.

► **THE NATIONAL SECTION FOR GIRLS' AND WOMEN'S SPORTS**, a department of the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C., now has a new leaflet, available free. This gives its purpose, standards, and lists its current publications. The NSGWS is an organization of leaders in physical education and recreation who serve in schools, colleges, industrial plants, military services, public and private clubs and agencies.

► **THE SURVEY OF COMMUNITY RECREATION IN ALASKA**, conducted by the National Recreation Association, at the request of the United States Department of the Interior, is being published as one of a series of the Alaska survey reports, and will soon be available. Up to the present, copies of the recreation report have been sent to Governor Heintzleman, and to Delegate Bartlett. The regional office of the department is furnishing copies to others in Alaska.

► **AN ALL-DAY STATE MEETING** on "Recreation Opportunities for Our Senior Citizens," will be conducted by the Public Recreation Association of New Jersey, in the Alexander Hamilton Hotel of Paterson, on October 20th.

► **A TIME TO PLAY**, the new song of the National Recreation Association, with music by Paul Smith and lyrics by Hazel George—which was tried out by delegates at the banquet of the Seattle National Recreation Congress—has been published by Carl Fischer, Inc.,

of New York. Copies will be for sale at the Philadelphia Congress, or can be ordered from the National Recreation Association. Price, fifty cents.

► **THE ANNUAL MEETING** of the Association of Southeastern State Park Directors will be held at Table Rock State Park, South Carolina, October 7-10.

► **OUTDOOR WINTER SPORTS** will be the special emphasis of the November 1953 issue of RECREATION.

► **MR. TOSHI YOSHIDA**, prominent Japanese print artist and successor to his father, Hiroshi Yoshida, world-renowned master of this art, will be in the United States from October, 1953, to February, 1954, to exhibit the work of his family and to give public lecture-demonstrations on the art of printmaking. Mr. Yoshida, who speaks fluent English, will be able to spend from one day to one week in each community. He will expect to receive an honorarium of fifty dollars for each demonstration plus living accommodations while he is guest of the sponsoring organization. The amount of this honorarium may be subject to negotiation where conditions warrant it. If you would like to schedule a demonstration and exhibition by Mr. Yoshida, write to the NRA for further details.

Red Cross Clubmobiles Enter Korea

The Department of Defense has once again turned to the American National Red Cross to furnish clubmobile personnel in the Far East. To furnish this service, Red Cross has issued a call for a limited number of qualified young women.

Since the end of hostilities in the Far East, leisure time group activities for servicemen are even more vital than heretofore. Clubmobile girls will carry on a diversified recreation program. Applicants must be between 23-30 years of age, have a college background, special aptitude for group recreation in such fields as music, dramatics, art, and so on. (Supervisory personnel will be selected from experienced Red Cross staff.) Salaries begin at approximately \$230 monthly according to the background and experience of the applicant. Travel and maintenance while overseas are furnished. Additional information may be obtained from Personnel Service, American National Red Cross, 18th and D Street, Northwest, Washington 13, D. C.

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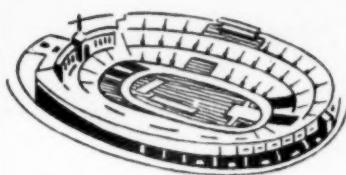
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Editorially Speaking

Juvenile Delinquency

● In scores of cities, according to an AP report, children are committing more and worse crimes than at any time since World War II. In a survey of the juvenile court records of many major cities, it was found that: juvenile delinquency started to increase in many in 1948; the rate jumped in more cities after the Korean outbreak; it is now rising fast in many areas; if the rise continues, it will soon reach the rate of the World War II peak. The AP pointed out that nearly all juvenile court judges and social workers agreed that home influences are a major factor in juvenile delinquency and that "wars tend to break up homes and create other factors adverse to the welfare of children."

● According to a report by The Committee on Public Health Relations, of the New York Academy of Medicine, the use of narcotics by adolescents reflects deprivations in cities rather than a problem of moral degeneracy or failure of law enforcement. The report declared that the adolescent uses narcotics to compensate for lacks of recreation, adequate social contacts, suitable employment and satisfactory living conditions. But it was agreed that the mere provision of better housing, more playgrounds and teen-age clubs would not solve the problem because only a small percentage of the teen-age population used narcotics as a compensating factor.

● In New York State, Governor Dewey signed a bill extending the New York State Youth Commission until 1956. This is a state agency working to prevent juvenile delinquency. The juvenile delinquency rate in this state decreased slightly in 1952 over the preceding year.

● A St. Lawrence University sociologist, Dr. Herbert A. Bloch, reports that tension between parents in middle-class homes is a prime factor in swelling the number of emotionally disturbed delinquents—according to an announcement in the *New York Herald Tribune* in August. His statement was made at the meeting of the fourth annual institute on delinquency and crime. Dr. Bloch adds, "Children from poorer homes often are delinquents but do not

necessarily show signs of emotional disturbance."

● Hearings on juvenile delinquency will be held this fall by a Senate subcommittee headed by Senator Hendrickson of New Jersey, according to newspaper reports.

● Publications on juvenile delinquency, prepared as part of current campaign for better services for delinquent children, include: *Some Facts About Juvenile Delinquency*; *What's Happening to Delinquent Children in Your Town?*; *Helping Delinquent Children*. Limited supply available from Bertram M. Beck, Director, Special Juvenile Delinquency Project, Children's Bureau, U.S. Department of Health, Education and Welfare, Washington 25, D.C. A copy of the first title on the list was enclosed with the NRA Affiliate Membership Letter, May 29, 1953.

Board Members

In-Service Training for School Boards

It's back to the classroom for school board members in six southern Illinois communities. Under a project conducted by the Midwest Administration Center, at the University of Chicago and Southern Illinois University, fifty members of boards of education are taking a year's training to help them do a better job. Field trips, group meetings at Southern Illinois University, and visits to public schools are included in the program—along with outside reading and homework!—*Guidance Newsletter*, April 1953.

Your Recreation Board Members

Let's face it—all of your recreation board or commission members are not aware of the full meaning of recreation and some of them have no appreciation of your efforts to improve your program.

The recreation director naturally is responsible for educating his board and keeping members up-to-date recreation-wise. One of the very best ways to fulfill this obligation is to invest a few dollars in subscriptions to *RECREATION* magazine, published by the National Recreation Association, for every member of your board or commission. See to it that magazines are sent to their home addresses and not to their offices. This

also gives the board member's wife and family a chance to read *RECREATION* and call special articles to his attention, which he in turn can call to your attention. It should not make any difference to you if you have been trying to get the same idea across to him for the past year without success. This is one of the surest and easiest methods of getting your board members interested in you and your program.—*Parks and Recreation Newsletter*, Tennessee Department of Conservation.

MOST INTERESTING SUGGESTION OF THE MONTH

RECREATION BOARDS—There has been a great deal of discussion about the function of recreation boards, the number of members and the duties of each. One solution to these problems might be to divide their duties and make each member responsible for one of the established precepts which apply to success in any field.

For example, there would be one member to keep his feet on the ground, another to keep his ear to the ground, and still another who would keep his head in the stars. The duty of one would be to see that the executive kept his nose to the grindstone, another to make sure that he kept his hand on the wheel, and another to see that he kept his eye on the ball.

This would call for a board of six members. If it seemed inadequate, a seventh member could be appointed to keep his nose out of other people's business.—*Anonymous*.

● If anyone is interested, this is said to be apropos of congress sessions for board members.—Ed.

"Reading is Fun"

This is again the slogan for National Children's Book Week, November 15 to 21. The *Manual for Book Week*, put out by the Children's Book Council, 50 West 53rd Street, New York 19, was mailed to all associate members of the National Recreation Association with the September *Associate Letter*. If you are not an associate member, write to the above address for a copy. It contains the list of all 1953 Book Week Aids which are available from the council. These include posters, book-marks, phonograph records, streamers, a book characters' picture quiz and *The World of Children's Books*, a publication including fifteen articles on the subject, recommended book lists, dealers supplying book exhibits and a list of State Traveling Exhibits. The charge for the booklet is \$1.50.

THE NEED FOR ^{MORE} LAY INTEREST

In the Planning and Development of Community Recreation

AS PROFESSIONAL and lay workers in the field of recreation, we are always interested in any current conditions or changes which appear to be affecting, vitally, the progress and success of our efforts to provide recreation opportunities in our communities. Some of the things which occurred during the past calendar year have real significance for those of us who are now planning and working for the future. Some of these pertinent developments are particularly related to the role of the lay citizens in this field.

At the close of each year, the National Recreation Association asks the members of its field staff—which gives service to more than 2,200 communities in the eight districts covering the entire country—to file with our national office a report of the progress of recreation developments in these various localities, and to point up some of the problems and influences which may cause some concern. At our national office, therefore, we have reviewed these reports which give information regarding the financing of existing recreation programs, the adequacy of present recreation service provided by such pro-

grams, the competency of recreation leadership and other important factors. National staff workers uniformly and repeatedly called attention to the significant service being provided in scores of communities throughout the country by lay citizens; and they supplied extensive evidence as to the importance of such volunteer lay leadership.

Their reports indicated that seventy-seven communities in the country established organized public recreation programs for the first time during 1952, and that sixty-nine of the seventy-seven communities provided a citizens' recreation board or commission as the administering authority. In forty-two instances these boards were provided with legal power. The reports also showed that, for the first time in several years, tax support of local recreation programs was leveling off. Some places suffered actual cuts in their budgets; and more calls came to the association's field workers, asking them to come in and assist with efforts to prevent such reductions. By comparison with previous years, fewer communities held referendums on bond issues and recreation levies, and a higher percentage of those who did so suffered defeat.

The reports indicated greater improvement in the extent and quality of local recreation programs, with the

best provision being made for playgrounds and sports programs. Many local programs are still weak on activities for girls and women, and for certain adult-age groups including older-age citizens. Too many departments still do little or nothing to provide programs of community music, drama, and arts and crafts. (The last activity, however, is progressing more rapidly than other cultural phases of the program.) This condition is one of the reasons why the National Recreation Association, last year, appointed a National Advisory Committee on Programs and Activities, and assigned a member of the national staff to work exclusively on developing appropriate program materials for use by local recreation departments and agencies.

The national field workers' reports revealed also that the vast majority of communities still lag in their provision of qualified leadership. It is very evident that there are not enough leaders, they are not sufficiently well qualified, and many of them are working without adequate compensation. The recreation movement lost, during 1952, a number of top-notch professional leaders. Some of them took up war emergency assignments, and others left the profession permanently for more lucrative positions in business and industry.* Twenty-one such losses of key recreation leaders occurred in two

From talk delivered by MR. REED, Manager, Field Department, National Recreation Association, at the Pacific Southwest District Recreation Conference, held in Long Beach, California.

of the major mid-western states alone. In the Middle Atlantic District there were nineteen during the year, and in New England the loss was at the rate of one each month.

Uniformly the reports indicated that, in all the districts, the extension of recreation areas and other types of facilities took place at a more rapid pace than adequate funds could be provided for their maintenance. Even more seriously, programs and leadership services are suffering as a result of expenditures for upkeep of properties.

Those of you who are from small communities, represent a group of localities and rural areas which are increasingly active in trying to provide new programs of recreation. Some of you are responsible for operating programs on a county-wide basis. This is another area of interest and promotion in which recreation needs more and better leadership—both from professional and from volunteer lay leaders.

During the past year or more, and particularly during the recent national political campaign, the general public was highly charged with reports of waste in government, and with appeals to economize and to reduce taxes. It is inevitable that such propaganda, so intensely projected into the public mind, should find expression in terms of local efforts to reduce recreation budgets, programs and personnel. Adequate provision of such tax funds and service, and the desired authorization of more bond issues and special recreation levies, are the responsibility of our lay citizens as voters in the community. In the last analysis, their interest and attitude are the determining factors.

In the early 1930's when the full impact of the economic recession brought severe reductions in tax expenditure for recreation programs and services, the National Recreation Association made a study of what was happening in a great many communities throughout the country, particularly to see if there was any direct relationship between the type of administering authority that existed in these communities, and what was happening to the recreation program. It was found that, in those communities where public rec-

reation was administered by a board of lay citizens, or especially by an official recreation board or commission, recreation suffered less financial loss, lost fewer leaders, and maintained its program of activities and facilities on a much more normal level than did those cities with other types of administering authorities.

In time of trouble it has always paid to carry the consideration of recreation to key lay citizens, even when they may not have seemed favorable at the moment. Recently, the public recreation department in an important mid-western city requested a substantial increase in its budget for the current year. It was learned that the Tax Payers Association, a powerful group in this community, was opposed to any increases in the local municipal service. The recreation authorities in this community took their budget to the tax payers group, explained the need for the increase, and asked them to review it and study the recommendations. The group did so, and members later reported that they thought the increase requested was needed. Furthermore, a representative of their group appeared before the local city council in support of the increase, which was granted.

At the present time, the national leaders in the education field are making an unprecedented effort to have members of local school boards better informed regarding their duties, the problems they face, and their responsibilities as board members. The National Citizens Commission for Public Schools is spearheading this endeavor. It is interesting that the University of Southern Illinois has been conducting, during this past year, a special training course for school board members.*

The National Recreation Association, recognizing the growing requirements of the public recreation movement and the indispensable part lay citizens play in its success, is giving special attention, through the national board and the national staff, to this phase of the association's national program. The association will likewise be emphasizing an educational program among lay citizens in a number of ways. For one thing, it will be giving

increased attention, through its field staff, to promotion of more neighborhood lay committees and organizations in support of local recreation services. More attention will be given to inviting and utilizing the services of local recreation board members, and other lay leaders, to state recreation meetings and to the association's annual district conferences. Special effort will be made to keep the honorary board members and officers of the association better informed, and to utilize their services in helping the association in the formulation of policies and in the extension of its services to the recreation movement.

Throughout the forty-five years of the association's work, it has found widespread and increasing interest on the part of lay citizens in recreation, and an ever mounting readiness on their part to serve on administering recreation boards and important community committees. These volunteer lay citizens respond to an important community challenge, such as that of community recreation, and they readily see that we are all in big business when trying to provide the kinds of programs which the children, young people and adults of our communities want increasingly throughout the country.

In the light of what is now happening from coast to coast, it is more evident than ever that we must have an informed and interested lay citizenry if we are to have adequate programs, sufficient qualified leadership and the necessary funds to support such important services.

American Education Week

American Education Week will be celebrated November 8 to 14, this year. To observe it, plan co-operatively with your local schools. A parade, or special athletic contests might be arranged, with the municipal recreation department taking an active part. Write American Education Week, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C., for ideas.

* See "Salaries? Well, for Budget's Sake," by W. C. Sutherland, page 275.

* See "Editorially Speaking," page 266.—Ed.



By trade, Aage Paulsen is a crane operator. After working-hours, he spends his time getting everything he can, from cement to professional leadership, for children of the city.

Bevier Butts

THE line, "For Goodness Sake—A Pan Handler," was the heading of a feature story in the *Chicago Daily News* in May, 1952. It concerned Aage Paulsen, Waukegan, Illinois, playground and recreation board member, who spearheaded a community project which resulted in a badly needed fieldhouse in one of the city's oldest and most used parks.

When Paulsen said he believed the building could be secured by contributions of materials and labor, even his own father said he was "off his rocker." While a few local projects had been accomplished, the majority had died for lack of support. However, after a year and eight months of intensive work, the fine building, twenty feet by thirty feet, containing an activity room, fireplace, toilets and heating plant, was formerly dedicated, on July 20, 1952; and it stands as a monument to a man who had faith in himself and above all, faith in the generosity of his fellow townsmen.

Previous promoters of civic projects had made appeals for money on the basis of estimated cost. Paulsen used a new approach which is most certainly the secret of his success.

Through the local paper, the *Waukegan News-Sun*, he announced the project and his intention to depend on contributions of *labor and materials*. On the date stipulated for the start of the project he rounded up shovels, neighborhood youngsters and adults, and dug the trench for the foundation. From there on he built step by step, ask-

MR. BUTTS is recreation director in Waukegan, Illinois.

A lay-citizen starts a community project

A PAN HANDLER



Youngsters who will benefit from new clubhouse will take personal pride in the building which they helped construct.

ing for those things most immediately needed. Through literally yards of column inches generously accorded by the *News-Sun*, by personal solicitations, and by letter, he secured everything needed.

The trench being dug, he asked for sand, cement, gravel, mortar mix which he got for the foundation. Concrete blocks were next and he got a few, most of which turned out to be corner blocks; but he and volunteers put up what they had and issued a call for more. Naturally, it was not easy, but the durable Dane kept doggedly at it, assisted by a park neighbor, Clarence Gehrls whom Paulsen named co-chairman; and the building grew. Many promised and then didn't deliver, which slowed progress, but someone always eventually came through. The gas company dug trenches, the city street and water department dug up the street to hook into sewer and water mains. To make sure that the workers never got thirsty, local bottling concerns contributed case after case of free pop. It seemed that Waukegan individuals and firms liked to have a definite part in the construction, so materials and labor from ce-

ment and plastering contractors, plumbers and plumbing supply houses, lumber yards, building contractors, excavators, electrical supply firms and building supply houses—while they didn't exactly pour in—came in sufficient quantities to meet immediate needs. Individual electricians promised but didn't show up. A letter to the union, fortunately received a day prior to a meeting, brought immediate response. Roofing companies contributed remnants from contract jobs, none of which alone was sufficient. So they were assembled at one spot and two or three of the proprietors created a pattern, using different remnants, which is of real beauty. Nurseries contributed shrubs and trees, and a feed house gave grass seed to build a new turf. The Great Lakes Naval Training Station issued a pass to their "dump," and many usable items were salvaged. A heating contractor completed the layout with a unit with a retail value of about five hundred dollars.

Although Mr. Paulsen discouraged gifts of cash, as such, individuals, firms, and organizations who had nothing to contribute which could be used, participated by purchasing something immediately needed. Therefore, the judges, the mayor, lawyers and other professional men can point to what their money bought. In all, 143 firms and individuals contributed materials and 150 others contributed labor for construction. Youngsters as young as eight years of age got into the act, and one seventy-year-old grandmother wielded a shovel. Even the plans were contributed by one of the leading architects.

An estimated two thousand persons attended the dedica-

tion which featured a band concert, the best in entertainment, and wound up with a dance on the blacktop all-purpose play area, also donated by an asphalt construction firm. All services were contributed and neighborhood women, girls and men, prepared and handed out thousands of sandwiches, dozens of cases of soft drinks, and carton after carton of ice cream bars, most of which were donated by loyal friends of the project.

Too much credit cannot be given to Aage Paulsen, quoting State Conference delegates, "whose smile shines out like a light." Those who know him well know that he will give the shirt off his back to anyone who needs it more. Whenever the county judge needs a temporary foster home for some unfortunate boy he calls Aage, who never turns him down. The amount of compensation barely covers food, and as clothes are usually needed, Paulsen and his attractive wife Bernice cut somewhere to supplement. He is always first in line to come to the assistance of his fellow man in need, and his civic achievements are many.

Since completion of the building, there has been no vandalism. Neighborhood youngsters whom Paulsen labeled his "labor battalion" will probably see to it that there isn't any. They put in too many hours of work to want to see it destroyed.

In some cities, getting a park fieldhouse would probably mean very little. In Waukegan it is a major achievement. It will stand for many years as a monument to Paulsen, but also as a concrete evidence that, given a good cause, American people continue to be generous. God bless them.

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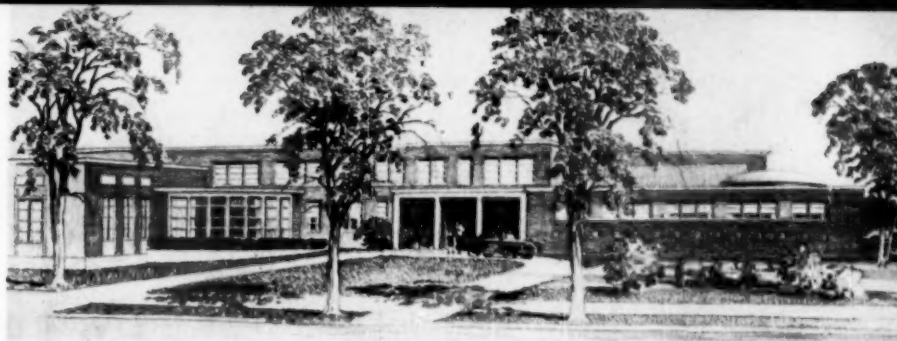
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Architect's drawing of new girls club, Worcester, Massachusetts. Wing on left.



A Dream Fulfilled

Mrs. Raymond E. Murphy

NOT OFTEN does a woman have the opportunity to see the provisions of her Last Will and Testament carried out. But that is just what has happened to Miss Dora E. Dodge, director of the Worcester, Massachusetts, Girls Club. Several years ago Miss Dodge wrote a pamphlet entitled "I Give and Bequeath," in which she expressed her wishes for American girls. It was printed in 1933 by the National Recreation Association under the title "Her Rightful Heritage," and has since then been widely circulated.

After bequeathing many good things to girls, Miss Dodge made a final bequest. "Item: Since I do not have wealth to bestow, save only understanding, I dedicate to little girls who do not have these things a lifelong effort to establish somewhere a clubhouse, equipped to supplement the homes of our city to meet this need as I know it. I would hope therein to suggest what could happen to a nation if it once became aware of the wealth and power that lies dormant in its potential motherhood." Now, after fifteen years, the Worcester Girls Club has a brand new clubhouse, equipped to supplement the homes of the city.

This fine new building, which has cost the citizens of Worcester more than \$700,000, did not result from dreams alone. It took hard work and skillful planning on the part of many people. A group of civic minded folk worked toward this end for many years. Mrs. Clifford Anderson has given more than thirty years to this service, and Mrs. J. Herbert Johnson has worked with the Girls Club for a similar period. Many of Worcester's men have been equally interested, giving both time and advice as it was needed. But in a larger sense, the new clubhouse is really a community project made possible because many citizens believed in it and were willing to work for it. The Worcester Girls Club is, of course, one of the Community Chest affiliates and owes much to its backing and support.

The new clubhouse is particularly interesting to recreation people because it expresses Miss Dodge's philosophy of

what a girls club should mean to the community. It is a modern brick, glass and stone building, set on a hill in one of Worcester's most congested districts. Hundreds of girls live within easy walking distance, and hundreds more can reach it by bus.

The building is L-shaped, the left-hand wing housing the auditorium with its stage, cloak rooms, and dressing rooms. There is a place to store scenery and a room for costumes, and, above all, there are workshops where costumes and scenery can be made and rooms where classes in drama can be held. These classes do not limit themselves to preparation for big productions only. There are daily classes in story telling and story dramatization, informal classes that give little girls an opportunity to develop their hidden, and often thwarted, desire to pretend they are someone else.

There is a lounge and snack bar, and near at hand are the offices that house the director and her staff. The right end of the main wing contains a 60-foot swimming pool and two sets of locker rooms. This arrangement provides for possible use of the pool by boys when occasion demands, which illustrates an interesting point of view maintained by the Worcester Girls Club. Girls, particularly teen-age girls, are not interested in isolation, but in real life conditions in which boy's activities and girl's activities are blended. Hospitality is one of the dearest needs of girls.

Behind the pool and its locker rooms is a large gymnasium. Here games are played, not only athletics, but musical and singing games and dancing. And speaking of dancing, provision has been made to have dances that boys as well as girls may attend in the auditorium. Not far from the gym is a game room where ping-pong tables, and the like, can be found.

The second floor houses the domestic arts. There are sewing-rooms, a music-room, a library, kitchens, dining-room, and a laundry. Here classes are held in the housewifely arts, classes that are informal and good fun. Here little girls learn to become housewives and mothers. There is a nurse to teach them baby care, with dolls for the younger girls and real hot water bottles and clinical thermometers for the older ones. The instruction is practical, down to earth training that has proved its usefulness in many a Worcester home.

In this way the dream is being fulfilled. The clubhouse is a place where a girl may learn to be proud of the job she will do as a wife and a mother, where she may learn some of the finer things of life as well as the practical.

MRS. MURPHY is a member of the Public Relations Committee of the Worcester Girls Club, Worcester, Massachusetts.

United Nations Day—October 24, 1953

Do not overlook United Nations Day in your town, and in your local recreation department. This should be a "special" day designed to give impetus to a variety of other program activities, throughout the year, which will bring about a better understanding of the peoples of other nations. We have learned that nations cannot live in isolation in a world grown smaller through modern means of transportation and communication. We must become better acquainted and learn to plan together if we are to live in peace and steer a wise course in a world of complex international relationships.

A Few Program Suggestions

1. *International Bazaar*—Have you any nationality groups in your town? If so, why not consider the organization of booths and programs sponsored by these groups—and fund-raising tables, with the proceeds to go to the International Children's Fund, or another UN relief agency. Promote co-operation of groups.
2. *The Community Center*—Plan a center program which will display or introduce handicrafts, paintings, clothing, cooking, dancing, music of nationality groups. Highlight special UN Day projects. Let your art groups contribute UN Day posters, decorations.
3. *UN Day Dance*—Use an international theme. Include some folk dancing. Some prominent person might be asked to speak briefly on the UN.
4. *UN Day Parties*—Invite visitors from other countries, wherever possible, and encourage questions about customs in other lands. Include their games, dancing, costumes.
5. *Games*—Learn and play simple games played by children in other countries.
6. *UN Sing*—Have a folk song festival. Prepare new lyrics to old favorites so that everyone will know the tune. Teach a few songs from other countries. Include a specially-created UN choral presentation.
7. *UN Quiz*—Stimulate members of teen-age and senior groups to prepare quizzes related to UN activities and have several young people together participate in answering.

Hockey in India

India has been the world's hockey champion five times in a row. She won the championship first in 1928 at Amsterdam, Holland, by a score of 28-0, followed by victories in 1932 at Los Angeles, in 1936 at Berlin, in 1948 at London, and in 1952 at Helsinki, Finland.

There are many reasons for the popularity of this game in India and for her consistent world championship record. The Indian climate is suited for hockey the year around, and it is an inexpensive sport. A branch of a tree and a medium-sized stone will do for equipment and even two persons can form opposing teams. A special playing field is not necessary either, and throughout the country—in villages and towns—one can see young and old joining in the game, much as baseball is played on sandlots in the U.S. and cricket on the village greens in England.

One of the most popular presents to children, in India, is a hockey stick. The game is universally played in schools



International

and colleges, and there are few educational institutions without a hockey field. Where there is none, boys do not hesitate to trespass on the adjoining ground. Just as the ambition of American small boys is to be a big-leaguer, every Indian youngster dreams of making the All-India



Y-Teens wash clothes, Tokyo YWCA Camp. Here, training and development of leaders is linked with recreation program.

hockey team. There are nearly three thousand hockey clubs in the country.

Dhyan Chand, India's captain at the Berlin Olympiad, earned the title, "Wizard of the East," by his excellent stick-work. His partner was his brother, Roop Chand. When those two were on the field, the opposition scarcely got near the ball. The two brothers, un-agitated and without strain monopolized it between themselves—and the scoring, too.

On being asked by newsmen in European and Asian capitals to explain their magic, they simply replied, "It is not magic. It is the combination of a supple wrist, quick foot-work and a keen eye for the ball."

In the Helsinki finals the Indian team was on top from the beginning of the game. Before five minutes were up, Balbir, the center forward, had scored a goal. At half-time he had piled up three more.

The Dutch paper *Tijd*, congratulating the winners, wrote:

Understanding

"The Indian team in this game showed the best hockey ever played on the European fields. They made perfect use of their superiority in body technique and treatment of the ball and their short passing was so well aimed that the game was played by India, and Holland more or less also ran as a sparring partner."

Other athletic events in which Indian sportsmen participated at Helsinki were boxing, swimming, weight-lifting and wrestling.

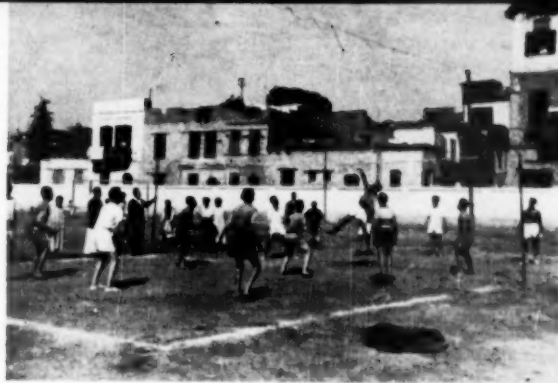
Letter from Tokyo YWCA

Every year, on World Fellowship Day, we have held very colorful programs with the aid of the representatives of many countries staying in Tokyo. Last year, the Y-Teens Clubs and Business Girls' Clubs began to prepare for this program early. Before the summer, each club chose different countries and began studying about that country and sending letters asking for materials for the exhibition. On November 15th the results of the study were shown in a grand pageant under the title of the year's theme, "One World." More than two hundred people of twenty-four nations participated in a program that attracted a large audience as it has done every year.

The international program of the Tokyo YWCA is so popular that usually leading newspapers give it good publicity. Foreign residents and Japanese alike have been so eager to participate in the courses on Japanese culture, foreign cooking classes, and so on, that in some cases registration has had to be closed before the classes opened.

Three new subjects were initiated last summer. One was a one-day-stay-at-home camp for working widows and their children. Thirty-six mothers came from the municipal workshops, with fifty-one children, and enjoyed a program of songs, games, crafts for the children and a cooking lesson and a nap for the tired mothers. When asked what they wanted to do most, the mothers unanimously said they wished to rest, and this they did. Thirty members participated in the over-all project, and stores, such as meat shops, florist, candy stores offered reduction of prices and a bookshop owner brought children's magazines as gifts.

The other two projects were short-term camps for rural girls and young women who live near the two camp sites owned by the Tokyo YWCA. Hitherto, the campers had been mostly girls from big cities. What the YWCA gave them in the way of spirit and program was something quite



Volleyball match in Egypt. Every sports center has a court.

new, and many of them liked the camp so much, they promised to come back next year. To save the expense, the campers were asked to bring their own rice and vegetables. —KIKUYE TABUCHI, Tokyo YWCA, Japan.

Cairo, Egypt

In the course of recreation and sports work in Cairo, Egypt, it is our job to look after the youth outside of school hours, and army personnel in their leisure-time—from sports and social points of view. Therefore our daily program begins in the afternoons and continues through the evenings.

Our membership, for which no fee is charged, is confined to workers and the poorer classes of population only; and all of our sports centers are localized in the middle-class and poor areas.

We began in 1942 with only one center; now we have nineteen, scattered throughout Egypt. Every sports center consists of basketball field, volleyball field, ring for weight-lifting, carpet for wrestling, ping pong table and set, and—in some centers—a complete football playground, with adjoining rooms, lockers and baths. Our aim is to establish one center or more in every district and town! However, the lack of money and leaders is the main problem.

We started with only thirty boys; now we have 2,500 including those from twelve to sixteen and young men from sixteen to twenty-five. We are concerned with their physical, moral and social welfare, although up to the present, physical culture has been the basis of our work.

Our program includes the well-known games: basketball, volleyball and ping pong, for boys; weight-lifting, wrestling, football (soccer), for young men only. Special gymnastic tables are compulsory and one of the principal requirements for participation in the competitions. In addition to all of these, music, drama and camping are offered.

During the last sports season, we held a special tournament for our social sports centers in: gymnastics (mass work), basketball, volleyball, ping pong, drama and music—for both boys and young men; weight-lifting, wrestling and football, for young men only. Up to now (June 16, 1953), we already have finished seventy-three matches, with 650 participants. Our season will be finished on June 26, when a sports day for all finals will be held. Truly, we now have well-trained boys and players of very high standard, in every game.—AMIN SADIK, General Inspector of Physical Education, Department of Sports, Cairo, Egypt.

SELLING AMERICA IN GERMANY

James D. McKinley

THIS IS THE report of a hobby that grew into the serious business of selling America.

I had come to Germany as a youth activities specialist for the Office of Military Government, in September, 1948. I had no idea that I would be stationed in Bremen, a city of 420,000 people, and that this city, officially the U. S. Zone of Occupation, would be surrounded by the British Zone of Occupation. I had brought with me, however, 35 mm colored film slides of recreation programs and facilities which I had photographed in the United States.

The first few weeks in Germany were devoted to giving talks on youth and sport work, generally; and then, a small club requested a talk on life in the United States. No specific topic was suggested, and an illustrated presentation of "What the Audience Could Do in Their Leisure Time Were They Living in the United States," seemed well suited for the group. The film slides including scenes of Colorado, Wyoming, Utah, Arizona and New Mexico, offered a splendid opportunity to show America's outdoor programs at their best.

The audience, therefore, visited Denver, Colorado, and saw street scenes, a rodeo in action, the parks of Denver and the children on the playgrounds. A national basketball tournament was shown in some detail. Next, they travelled to Yellowstone National Park and our vast system of national parks was described. Native animals and nature

lore of this area were included. The geysers, paintpots, hot springs, waterfalls, streams, lakes and canyons appeared in all their glorious color. To progress to Glacier National Park required but a change of a picture, and then began a series of slides on mountains and glaciers, lakes and gorgeous mountain flowers. Emphasis was placed upon the international boundary, with Canada's Waterton Park and the dedication of the entire area as Waterton-Glacier International Peace Park.

From Glacier National Park the audience travelled to Grand Coulee Dam, to Seattle and Tacoma, Washington, to Mount Rainer, to the Olympic Peninsula, to Portland, Oregon, along the Columbia River, down the Oregon Coast and to San Francisco, California, where again they saw many scenes of young and old engaged in recreation. They visited the riding academy, the golf links, baseball fields and tennis courts. Again and again the variety and scope of American recreation was impressed upon them—hardly describable in words, but shown in color before their very eyes. To conclude the show, they were taken to Salt Lake City, where the Utah Centennial celebration was in progress. They saw a mammoth parade of gaily decorated floats, automobile racing on the salt flats and many sporting events. When they came to the end of the trip, they were given the opportunity to ask questions, of which the following are but samples:

How long can one camp free of charge in a national park?

How can so many people in a city smaller than ours have so many more chances to play without paying high prices?

Could I play tennis in that city without

belonging to a club?

Do factories in America have sports and other leisure-time activities for workers?

Does every city have so many different leisure-time activities in which boys and girls can take part?

Who pays for all this recreation work?

The young people were vitally interested in the side of American life which was different from the scenes of the Statue of Liberty, sky-scrapers of New York and large number of automobiles, that made up their common conception of the United States. Seeing was believing, and they saw that America had much to offer her citizens, rich or poor, young or old.

As an experiment the illustrated talk was a success. The leading questions allowed for the full explanation of community recreation, the history of the formation of our country, the struggles of territories to statehood and so forth.

It resulted in a flood of requests for other showings of the same films and of any others that were available.

The fact that the talks were so well received suggests that states, cities, schools, clubs and organizations in the United States could send to Germany sets of films and stories of their state, city or industry, so that the story of America can be told in full. The projectors to show such pictures are on hand. The stories can be translated.

Translation from Newspaper, *Weser-Kurier*

● COLOURED AMERICA . . . The Western U.S.A. shown in wonderful coloured pictures in the Amerika-Haus, by Mr. McKinley, touching the visitors heart and eyes, is wild and beautiful. It has its own strange, primeval idyllic, even expressed in words as: Pueblo-Indian, Sierra-Nevada and Rocky Mountains. His talk even covers such cities as Santa-Fe, the capital of New Mexico and more than likely the only capitol in the world where no train is leading into it, but also San Francisco and its "Golden Gate" . . . And probably the biggest part of the extraordinarily grateful applause meant this last picture, because it was showing a different America than the one we know from crime-stories and Hollywood-movies, a country with a rich, beautiful—and untouched—nature.

MR. MCKINLEY was, in 1949, youth activities specialist for the Office of Military Government, Bremen, Germany.

\$ALARIES\$

Well, for Budget's Sake!

W. C. Sutherland

YES, SALARIES for the budget's sake. You, the city manager, mayor, councilman, board member, general public, do you want to conserve the budget? Would you like to make the recreation tax dollar go farther—buy more recreation and better quality too?

Now don't get too far ahead of me. I don't mean cut salaries; that is the last thing to do. I mean increase 'em and as fast as you can. *Cheap leadership is the most expensive item in the budget.* As trustees of other people's money, we should not permit such waste. Has not experience taught that you get just about what you pay for? How about it, you folks who buy clothes, steel, lumber, wool, automobiles—isn't that so? The same thing is true with personnel—you get only that for which you pay.

Of course, I know that some of you have six- and seven-thousand dollar recreation executives to whom you are paying four and five thousand per year. Also that you are getting some of those supervisors and center directors for five hundred dollars to one thousand dollars less than what they are really worth.

But, is that playing fair with these experienced, hard working and loyal leaders? Does your city want something for nothing or more than it's willing to pay for? Let's put it another way. Is it good business or economically wise to pay well-qualified leaders a sub-standard salary? I doubt it. For one thing, some more up-and-coming city will eventually discover these people, recognize their worth and show appreciation in terms of an offer of really professional salaries.

When that happens "turnover" of personnel begins and, turnover is expensive. This can happen to your city if your salary schedules are not up to standard. It has happened to other cities that have since admitted their costly mistakes. It is about to happen to others as this issue of the magazine goes to press. In fact reports, from one large section of the country, just received, indicate a turnover of over 18 per cent.

MR. SUTHERLAND is the director of the Recreation Personnel Service of the National Recreation Association.

Why do the best business and industrial firms pay good salaries and then—to make doubly sure they will not lose workers—supplement basic income with bonus, pension, deferred payment and stock plans? The primary reason is dollars and cents—the costs of recruiting, training and selecting new workers in addition to loss in production. The wise concerns do not intend to lose the investment in training and experience given to workers and let competitors reap the benefit.

If there is any truth in this observation, isn't it all the more significant for recreation—where leaders are working with people instead of things? What about the loss and waste in human values? What profit it a community if it gains a low salary scale and loses its self-respect?

Are not the children on the playgrounds, in the parks and community centers the same as those in the schools? Is not their safety—physically, morally and spiritually—and their general welfare just as important out of school as in school? The greatest hazard to the recreation movement, the greatest obstacle in the way of attractive parks, playgrounds and livable communities is bad leadership. It kills recreation at the roots and drains away its spirit.

Recreation is big business with large investments in properties, buildings and facilities. Only good management and qualified leadership will assure a fair return. The stakes are large economically and socially.

Recreation is a recognized profession, standing on its own feet and maintaining its individual identity. It has a well defined philosophy, personnel standards and professional training centers granting graduate and undergraduate degrees in recreation. Specialization has taken place at the graduate level in such areas as community recreation, hospital, rural and industrial recreation. There is something wrong with community pride and civic leadership when truck drivers, plumbers and unskilled and non-professional workmen are paid more than qualified recreation leaders. Recreation leaders must invest in college training and professional preparation. They must have good character, leadership ability and a variety of functional and activity skills.

They must maintain a respectable living standard and provide for continuous cultural and professional development. There is something wrong with an economy where high standards of education and the best in human qualities are demanded and substandard salaries prevail.

Who should be interested in fair salaries for recreation workers? The answer is—*everybody*. Public officials, service and civic clubs, chambers of commerce, churches, Junior Leagues, PTA's, mothers clubs and all community spirited groups should work for fair salaries for these essential leaders who give so much for so little.

Board members, what can you do to help improve the situation? If you are about to hire a recreation superintendent or if you have one already on the job you should analyze his position, if this has not already been done. What is it he does that makes him important to your community? What are his duties, functions and responsibilities? What worker requirements, and personal and professional qualifications are necessary for one in such a position to function satisfactorily? Write it all up so that you will understand and have no doubt about the significance of this position. Then you will be able to interpret its importance and value to those who can help bring about fair salaries—your public officials and the general public. The cities that have the best salary schedules appear to be the ones that have prepared good job descriptions, in writing. There must be a relationship.

Do the same thing for the other jobs. If you do not have a civil service commission or city personnel director who has already defined them, have your superintendent do it. If you need help ask the assistance of the National Recreation Association's field representative the next time he comes to town. Use the association's booklet, *Personnel Standards in Recreation Leadership**, as a guide. It is important for you to know what these positions are. Also, it is important that the people hired to fill them know what is expected of them today, next week and next month. The job description is a basic instrument for recruiting and selecting qualified workers and for evaluating job performance.

If you want to compare salaries, do it with professional positions in related fields where factors such as character, personality, education, experience and functional ability are somewhat similar. These will include fields such as those of education and social welfare.

It would be better to add full-time year-round staff gradually and have better leaders at higher salaries than to expand with unqualified workers, just because they are available at sub-standard salaries.

Most people will agree that salaries are too low and that they should be high enough to recognize the important civic responsibilities carried by recreation leaders. One does not enter the recreation profession to get rich. However, service-minded and well qualified recreation leaders should not be expected to take a vow of poverty in order to carry on an essential service in a high-tension and highly industrialized society. Salary should be more than enough to pay

the rent and keep the milkman happy. It should be adequate to allow for sharing in the cultural and spiritual life of the community, and should permit one to keep abreast of his profession.

If you are a medium-sized city paying a well qualified superintendent of recreation a salary of six thousand dollars it may not be enough and is probably not as good as you think. In terms of 1939 purchasing power it is worth about thirty-two hundred dollars.

If you are paying an assistant executive, supervisor or center director, five thousand dollars he is no better off than when he was receiving twenty-six hundred dollars back in 1939, even though he has accumulated some valuable experience and additional education.

One city in the Great Lakes Region has reported the following salary scale for 1953: recreation instructors, \$3,327-\$6,027; directors of neighborhood centers, \$5,027-\$7,127; recreation supervisors, \$5,127-\$7,577; division directors, \$5,527-\$7,977. The executive director receives a great deal more. Community center directors and leaders in one eastern city can go to \$10,000, and several have reached this maximum.



How should a city pay its recreation leaders, that is, those who are well qualified for their assignments? That all depends upon how much your city cares about its recreation service. It depends upon what kind of standard it wants for its citizens. Whatever your city wishes to pay within reason, it can afford to pay. It cannot afford cheap and unqualified leaders—it should not afford less than the best.

Minimum salaries for professional recreation leaders should be high enough to attract young men and women of promise. The maximum should be high enough to hold the experienced and the competent.

Board members and top management officials have a heavy responsibility for the welfare and fair treatment of the workers under their jurisdiction. The failure or success of these people means failure or success of the program which the administration has pledged to provide.

Matters of promotion, demotion, transfer, lay-off and salary adjustment are important events in the lives of employees. If they are handled justly they will become well adjusted and competent leaders. Careless handling may destroy morale, efficiency and injure the service as well as the professional worker's future. Salaries should be reviewed and adjusted periodically; in this way workers will know that their efforts are being evaluated and properly rewarded.

* National Recreation Association, fifty cents.

It seems unbelievable that in a large number of cities the recreation positions have never been analyzed or defined, but it is true, although such procedure is the first step toward the development of a sound salary schedule.

As a general guide the following suggested salaries are listed. These, in the opinion of a special committee which

<i>Superintendents of Recreation:</i>	<i>Range</i>
Cities 15,000 — 50,000	\$4,089 — 7,384
" 50,000 — 100,000	5,452 — 8,520
" 100,000 — 500,000	6,361 — 10,224
" over 500,000	8,520 — 17,040
<i>Supervisors of Recreation Centers:</i>	
Cities under 50,000	4,089 — 5,680
" 50,000 — 100,000	4,089 — 6,134
" 100,000 — 500,000	4,657 — 7,100
" over 500,000	5,680 — 8,520
<i>Director of a Neighborhood Recreation Building or Indoor Community Center:</i>	3,067 — 5,907

has given careful thought and study to the matter, are both reasonable and obtainable. Some of these ranges have been exceeded.

These salaries assume that workers filling such positions have professional education and preparation, adequate experience, and are well qualified and competent. For further details on personnel standards for these and other positions consult *Personnel Standards in Recreation Leadership*. This forty-five page report lists duties, responsibilities and requirements for most positions found in community recreation departments. It also contains suggestions for maintaining personnel standards. City officials and especially members of recreation boards should study this report.

There is no economy in low standards. Good salaries, competent and enthusiastic leaders, will justify your recreation budget and will assure more and a better quality of recreation service in an ever-increasing percentage of your total population. Cities have been known to lose their recreation budgets because of poor leadership. So, for your budget's sake and every other good reason, watch those salaries, keep an eye on the competent ones and save them for your community.

What Makes a Good Board?

"What boards need are men and women, not stuffed shirts. Men and women who have an interest in people and are willing to work. Choose those influential with some special group such as neighborhood associations, churches, women's clubs, fraternal orders, labor unions, or chambers of commerce.

"Keep the average age down; falling hair and teeth are not always indicative of ripened wisdom. Red blood is more helpful than blue. Don't bar wealth completely, and don't overdo it. Your concern is with *security* not *securities*!

"Keep a balance between men and women. A lot of boards are doomed to sterility because they're unisexual. I don't share the idea with men who still believe that woman's place is in the wrong. It's all right to mix men and women; boards aren't bathhouses.

"Our Board is Composed of Key Citizens"



"Don't let board members hang on too long. Board members who stay with an agency too long are harder to uproot than crabgrass. I'm talking from experience! I was president of one board for seventeen years. I was convinced that it was nothing short of a crime against the agency to let me go, even then.

"After your board is chosen, give it plenty to do. Learning comes through doing."—Sidney Hollander, *Board Member, Baltimore, Maryland.*

Reprinted from MIRACLES EVERY OTHER TUESDAY, a booklet on "What Do Community Welfare Councils Do?" Community Chests and Councils of America, Inc., New York 17. Pp. 47. \$50.

Recreation Board Issues

District of Columbia

PROGRESS in recreation in the nation's capital is recorded in a report issued by the recreation board of the District of Columbia at the conclusion of ten years of service. The board, created in 1942, is composed of seven members, four of them citizens-at-large and three representing governmental agencies. The citizen members are appointed by the district commissioners for a four-year term, and from these the board officers are elected. The district commission and the board of education each appoints its own representative for a one-year term and the Office of National Capital Parks is represented by its superintendent as an ex-officio member.

Important steps taken by the board following its appointment included the drafting of rules and regulations to guide the board's procedures and to inform the recreation staff of their duties, responsibilities and privileges. These rules have now been codified and printed. Other tasks were: the analysis and classification of recreation department jobs and a job survey of all such positions; the clarification of the board's authority and its relation to other governmental agencies involved in the planning, conduct and supervision of the city's recreation program. Agreements were reached: with the Office of National Capital Parks, designating this agency to perform the work of planning, development and maintenance; with the board of education, renewed seasonally, for the use of school buildings and grounds with recognition that the recreation board has authority to determine policies in regard to such uses; with the commissioners and the board of education on the planning of new school buildings to include community recreation facilities which will be available to the recreation board; and with the National Capital Housing Authority for the use of community facilities under its jurisdiction. Various proposals for the reorganization of the district government, which would have wiped out the autonomy of the recreation board, were firmly and successfully opposed.

The growth in the service rendered by the department is revealed by the total attendance figures which increased from 6,708,331 in 1943 to 13,553,984 in 1952. The number of recreation units operated increased from 124 to 144 during this period. Significant program developments were the extension of services to children of pre-school age, the

development of day camp programs, and new services including the Golden Age Hobby Show for older age groups. Marked advance in cultural activities is noted, with the development of the Washington Civic Orchestra and numerous choral groups, in creative dance and in new phases of arts and crafts. Other projects developed during the decade include the fishing rodeo, golf instruction, the Walter Johnson Baseball Leagues, the Children's Theater of Washington and sponsorship of the Federal Golf Association.

Strengthening and expansion of the department's staff was achieved through the up-grading of recreation positions and the increase from 105 full-time and 166 part-time leadership positions in 1942 to 208 full-time and 250 part-time positions in 1952.

The recreation board has established the following policy in regard to segregation: "The board will make every possible and realistic effort toward the removal of racial segregation in public recreation in such sequence and at such rate of progression as may be consistent with the public interest, public order and effective administration. The board, by majority vote of the whole board at a stated meeting, shall from time to time issue necessary orders to the superintendent to implement this policy." It is significant that nineteen neighborhood-center units and eight day camps are now operated on an "open" basis.

The emphasis in 1942 upon city-wide sports organizations culminating in a city-wide playoff, has been replaced by a regional organization plan designed to develop a strong neighborhood sports program. The city is divided into ten regions, each with a supervising director. This decentralized plan allows greater community participation and facilitates cooperation with community and neighborhood organizations.

The range of activities provided at the neighborhood centers is indicated by the following events scheduled for 1951-52:

- | | |
|--------|---|
| July | —Independence Day celebrations, horse-shoes, softball, swimming meets. |
| August | —Boys and Girls Tennis Finals, Walter Johnson Baseball Finals, fishing rodeo, craft and hobby exhibits, model boat regatta. |

Ten-Year Report

September—Archery tournaments, football officials' clinics.

October —Pre-school play programs (through school year), bicycle rodeos, Halloween parties.

November—Volleyball Finals, opening of evening outdoor leagues and officials' clinics, roller skating derby, basketball, touch football, opening of evening centers.

December—Caroling Street Cars, Children's Theatre—*A Christmas Carol*, community Christmas parties, Christmas Basketball Tourney.

January —Checker Tourney, Table Tennis Tourney, basketball leagues, volleyball tournaments, hobby shows, spelling bee.

February —Valentine parties, Square Dance Festival, Dick Tennyson Bowling Tourneys, Children's Theatre—*Simon Big-Ears*, co-recreation volleyball.

March —Boys Basketball Finals, junior and sub-junior one-act play tournaments, family nights at evening centers. Evening centers close. Opening of golf instruction program.

April —Opening of softball leagues, leaders' clinics in softball, Children's Theatre—*Pinocchio*, kite contest, marbles tournaments, Easter Egg Hunts.

May —Walter Johnson Baseball Clinics, Junior Olympics, May Day Dance Festivals, Children's Theatre production.

June —Opening Walter Johnson Baseball Leagues, swimming, wading pools, tennis leagues, day camps, "Learn to Swim" Program, street showers, play streets, Evening Star Free Movies, pre-service training for summer staff.

Supplementing the neighborhood activities is the program of city-wide divisions created to serve governmental, industrial and other adult groups. Division leaders maintain close cooperation with personnel directors and employees' counselors in the federal departments and agencies and with special service and recreation officers in the armed forces. The range of activities in the city-wide divisions' program is indicated by the feature events in 1951-52:

July —Independence Day Celebration at the Monument Grounds, Summer Court Program (Masquers of Roosevelt Center), Men's Golf Tournaments, Men's and Women's Tennis Tournaments, Open Track and Field Meet (A.A.U. Sponsorship.)

August —Summer Court Program (Masquers of Roosevelt Center), Open Tennis Tournaments, City Softball and Horseshoe Tournaments, Archery Tournaments, Football Rules Clinics, Government Employees' Tennis Tournament, Federal Golf Association Tournament.

September—Fishing Rodeo, City Baseball Tournaments, Touch Football Clinic, Federal Golf Association Celebrities and Annual Medal Play Tournaments.

October —Capital Girls Society Halloween Dance, Ceramic Club Exhibit, Federal Golf Association Annual Field Day.

November—Golden Age Hobby Show, Washington Civic Orchestra Concert, plays—*June Moon* (Masquers of Roosevelt Center).

December—National Community Christmas Tree, choral music, club Christmas program, Basketball Clinic, Christmas Basketball Tourney, beginning of basketball leagues for men and women.

January —Capital Girls Society and Volunteer Shows Variety Program, Badminton Tournaments, Baseball Clinic.

February —Table Tennis Tournament, Washington Civic Orchestra Concert, Baseball Clinic, Federal Golf Association Tournament.

March —Twenty-Fourth Annual One-Act Play Tournament (eleven plays), Softball Clinic, *Ring Around Elizabeth* (Masquers of Roosevelt Center), opening of Golf Instruction Program, City Basketball Tournament, Dramatic Club Festival.

April —Washington Civic Orchestra Concert, Softball Clinic, Federal Golf Association Tournaments.

May —Annual Folk Festival, Dance Clubs Recital, softball leagues for men and women, National Music Week Concert, Carter Barron Amphitheatre.

June —D. C. Employees' Golf Tournament, Federal Golf Association Tournament, Women's Golf Tournament, tennis instruction.

The appropriation for operating expenses of the department increased from \$379,788 for 1943 to \$1,558,000 for 1952. Appropriations for capital outlay increased from \$26,500 to \$200,000 in the same period. Receipts from entertainments, dances, dues, fees and other special uses totaled \$70,000 in 1952 and were handled in a special trust fund.

Other sections of the report describe in detail the plan for achieving cooperation in the planning, development and maintenance of recreation units in the district, accomplished through the Coordinating Committee on Recreation Plans; the creation of a public relations section, which has helped in the preparation of publications and other publicity materials—in receiving out-of-town and foreign visitors and in studying public recreation programs and needs; and the significant part which the department has played in rendering service to the armed forces and in the civil defense program. The report ends with "A Look to the Future," in which uncompleted tasks which are now challenging the department are reviewed. The creation of the board is vindicated in the concluding sentence: "By the present organizational structure and the over-all responsibility exercised by the board, this body is provided with the most effective and efficient method possible to do its job aggressively."

RECREATION SURVEYS OF SMALL COMMUNITIES



PROBABLY the most common type of recreation survey of small communities is the exploratory survey. Its purpose is to find out what needs, if any, exist, what the people want, and what can be done about it.

Most small communities have made at least a sporadic attempt to provide a community recreation program. It may have been a limited playground program in the summer, a teen center, baseball and softball playing, or some special community events. These usually have been sponsored independently by civic groups, the schools or the city. The history of failures is often discouraging; and lack of continuity, growth and permanence all too frequently characterizes these efforts. This often breeds a psychology of defeat that is difficult to overcome. It sometimes builds up a pattern of vested interests which makes cooperation and coordination difficult. There exists the realization that community recreation is an entity, a series of related services performed by different agencies and

groups, to be sure, but nevertheless, in the areas of community life such as education, health, and the industrial or economic and religious areas, it is sometimes slow in dawning.

One of the purposes of a survey is to establish this concept. Only when this has been done is it possible to plan effectively for the total community.

One major purpose of the survey is educational. It is a means of getting people to look at their local recreation situation in an intelligent and systematic way, to consider the elements which constitute it and the proper relationship of facilities, finance, leadership, administration as well as the program and services. It should, for example, lead to the realization that a sound program cannot be expected to result from a second-rate kind of organization or none at all. It may indicate that many existing resources are going to waste.

The recreation survey should lead to a program of action, for its value is in relation to planning. Therefore it is inherently promotional, since there have to be general agreement and willingness on the part of certain key agencies and individuals to spend money, cooperate, and assume responsibility before any realistic plans can be carried out.

Consequently, what is done prior to making the survey, and who is involved in it, are at least as important as the survey itself. The outcome of the exploratory survey depends very largely upon the preparation for it. Who wants it? What problems have led to its consideration? What will be done with it?

Probably the easiest way to make a survey is to call in an expert and ask him to do the job without bothering anybody in town any more than is absolutely necessary. Surveys made in this manner are gathering dust in bottom drawers of many a mayor's office; some of them are excellent surveys too.

I do not wish to convey the impression that I am opposed to the use of outside specialists; it would be rather inconsistent of me to do that. I believe rather, that they have an important function, but it is not that of doing all the work and making the recommendations. This is especially fatal in the small community. Since small communities are so numerous and outside experts are so few, there is a natural temptation for them to rush through things, to dump the whole load, as it were, and hurry on to the next place.

The community-organization work done preliminary to the survey—talking, arousing interest, creating an awareness of need and a desire to do something about it—may take some time; but the timing of the survey is all important. Usually this process can be stimulated and speeded up, but the survey should not be premature. It will lose much of its effectiveness if it is.

One danger is that the momentum may become so accelerated that certain groups will want to jump in and do something right away. When they get hot they want to go. Why bother with a study? We know what we need. Let's do it.

It then becomes necessary to convince these people that sound planning encompassing the whole problem will result in balance, permanence and

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**From a talk prepared by Arthur Todd for the Great Lakes
Park Training Institute at Pokagon State Park, February, 1953.**

progress. The survey itself need not take long. The slight delay will be compensated for in long-term results. The survey is not a dodge or a stall, but is the basis for doing the entire job.

An important part of the preliminary work is the organization of the survey committee and planning the steps. The principle here is inclusiveness, wide representation. Too often these jobs are undertaken exclusively by the small group which belongs to the luncheon clubs, the chamber of commerce, and a few women's organizations—the ten per cent who perform about ninety per cent of the non-professional community work.

It is true that much of the data needed could be collected by a few people; but the educational and promotional aspects of the undertaking must be kept in mind. The fact that the information gathered will need to be interpreted, recommendations made, and a plan of action instituted, should be remembered.

Many times people have told me with pride that they had a hand in initiating their community recreation program. They interviewed their neighbors, or collected data about possible church facilities, or attended meetings to review reports of various committees. Having shared in the work and contributed their ideas, they have a deep interest in what is done. The goal should be to enlist the help of people from all walks of life, minority groups, children, and young people. Certainly the potential help of the young people should not be overlooked.

The small community recreation survey need not be complicated and it should not be abstruse. It should include the listing and description of all possible facilities, public and private, schools, church clubs, organizations for boys and girls, hobby clubs, athletic groups and social clubs. There should be a questionnaire to find out what people do in their leisure time and what

they want to do. Sample forms for these reports can be secured from state recreation agencies, colleges offering recreation training, or the National Recreation Association. They should be adapted to local circumstances. Information of this nature can be secured and recorded by volunteers.

Of course, it is necessary to assemble pertinent data in regard to existing organization for recreation. What community recreation programs are currently being provided by the municipal government, the park department, the schools and non-governmental groups? How much is being spent, who is being served, what is their scope?

What might be called the governmental pattern is also essential. This will include the municipal government, the school district, and the county government. The tax valuation of these units, their budgets, their bonding capacity, and their legislative authority to use tax funds for community recreation, should be tabulated.

The extent to which social and economic conditions, housing conditions, transportation factors, climatic and physiographic factors need to be studied will depend somewhat upon the size of the town and the ability of the survey group to interpret them in terms of a recreation plan. It is here that the outside specialist can be of help. Certainly these things have a bearing on the planning, should be discussed and kept in mind, but it may not be necessary to make them subjects for special study in the exploratory survey.

The small community survey should take into account the surrounding country which the town serves. This means bringing representatives in on the planning and including them in the survey. In fact, it involves formulating the entire plan in terms of the town-country community.

The time required for the survey should not be more than two or three months. There are exceptions to this,

of course. For example, the town of Greeley, Colorado, spent over a year working on its recreation survey. The mayor appointed a fact-finding committee headed by a faculty member of Colorado State Teachers College, which is located in Greeley. This committee drew in practically every local organization, the city, the schools and the college. They made an exhaustive study, sounded out opinion thoroughly, and eventually came up with a plan for a community activities commission and a broad program. The city, the schools, and the college, were to be joint sponsors, all sharing the financial responsibility. A course in Community Activities at the college is required of all sophomore students. A part of the course requirement is a certain amount of work, each week, in the community program. The students are supervised by the director of community activities. There are a number of unique features about this program which time does not permit me to describe. The point here is that sufficient time was spent, and the characteristics and interests of the community were so carefully considered that a plan, tailor-made to Greeley, was the result.

The survey should not be allowed to drag. As the work is being done, the information should be reported and discussed. In this way it is often possible to come to agreement on many recommendations before the final report is made. This, of course, virtually insures action.

A prerequisite to success is a strong action or ways and means committee. This group does not necessarily have to be formed at the conclusion of the survey but may be working all along to unsnarl legal complications, pave the way for cooperation of governmental bodies, and in other ways help put the plan on wheels.

Much of what I have said applies to the town in which a recreation system is to be instituted. There are many

other types of recreation surveys. Another type applies to a recreation department that is already in operation. Its purpose is to improve. It may deal with administration, finance, leadership, facilities, program, relationships with other agencies and organizations, or any of a number of aspects of the system. Such surveys need to be made from time to time by every department, large or small.

I have purposely stressed certain aspects of recreation surveys and have slighted or ignored others. The reason I emphasize the preliminary work, the timing and getting everybody in on the act, is that the importance of these things has often been overlooked. In a small town a high degree of cooperation is indispensable to having a recreation program. That cooperation grows out

of joint effort in the planning. Furthermore, it is important to keep things simple and realistic, for any elaborate plan is apt to scare small town people or become a target for ridicule.

Excellent guides for conducting recreation surveys are available. They should be studied, but care should be exercised in using them because local situations vary so much and many of them are more applicable to larger cities.

As a matter of fact, I have an abiding faith in the democratic process. I believe that if a really representative group is brought together, and such basic facts as I have indicated are assembled and discussed, these facts will be interpreted and a sound plan will result. Of course it is wise to look at what other towns are doing, and to consider

the standards that have been developed. The main thing, however, is to give people a chance to express themselves, and to provide the atmosphere for community cooperation. The recreation survey can help to accomplish this if it is planned that way.

Suggested Reading

Butler—*Introduction to Community Recreation*. Chapter XXXII.

Fitzgerald—*Community Organization For Recreation*. Chapter VIII.

Sanders—*Making Good Communities Better*—Chapter VI.

Robinson—*Starting Recreation in the Small Community*—RECREATION, October 1949.

National Recreation Association—*Know Your Community; Planning Recreation in the Rural Home and Community*.

Federal Security Agency—*Planning for Recreation Areas and Facilities in Small Towns and Cities*.

Here and There . . .

Accident Insurance

Arrangements have been made with the United Pacific Insurance Company of Tacoma, Washington, to provide all participants in junior athletic activities, sponsored by the Metropolitan Park Board of that city, with a plan of accident insurance which will assist in defraying the cost of medical, surgical and hospital care resulting from accidents occurring during play or practice of the same. All junior participants are required to subscribe to this plan before they are allowed to participate.

OUTLINE OF PLAN

Accidental Death or Dismemberment Benefits—Five hundred dollars payable for accidental death, and specific amounts are payable for loss of members. These benefits are payable in addition to other policy benefits where losses are due to accidental injury and result within ninety days of the date of accident.

Ambulance, Hospital, Nurses, Medical and Surgical Expense—Up to five hundred dollars for treatment of an accidental bodily injury requiring medical or surgical treatment, hospital confinement, ambulance service or the employment of a graduate nurse. Payment will be made in accordance with the medical fee schedule attached to the policy held by the Metropolitan Park Board. (The schedule will be available for inspection by anyone covered under the program on request.) The insured shall be liable for the first five dollars of expense incurred for any one of the above services for any one injury.

The Cost—One dollar for the season, of the covered sport, for each junior participant.

The Company Shall Not Be Liable For the loss or expense caused directly or indirectly, wholly or in part: (a) by war or any act of war; (b) while the insured is suffering from insanity or from any bodily or mental infirmity; (c) by suicide, or any attempt thereat, while the insured is either sane or insane; (d) by bacterial infection, except infections which shall occur with or through an accidental cut or wound; (e) by hernia or rupture; (f) by any kind of disease; (g) through any criminal undertaking by the insured; (h) by participation in an aerial flight; nor shall the company be liable for expense of medical or surgical treatment, hospitalization or nurses's fees furnished more than six months from the date of injury.

Among Bond Issues and Referendums

- *Pompano, Florida*, population 5,600 — \$400,000 bond issue was recently passed, for recreation facilities.

- *Blue Mounds, Wisconsin*—The purchase of a playground was approved at a referendum.

- *Mount Horeb, Wisconsin*—The construction of a village swimming pool has been approved at a referendum on the issuance of \$50,000 in bonds.

- *Community Action* — The Tacoma Smeltermen's Union No. 25 and scores of business firms in Tacoma and Ruston, Washington, supported the fund drive which has made possible a new playground. The playground was needed *now*, and rather than wait until the metropolitan park district would include another playground in its budget, the union led the campaign among the citizens, to finance the necessary work.

- *Fort Atkinson, Wisconsin*—The construction of a swimming pool, at cost of \$100,000, was approved at a referendum.

Public Housing and Recreation

THE IMPORTANCE which public housing authorities attach to recreation as an essential factor in improving living conditions, and the significant relationship between housing and recreation in the location and development of recreation properties, is illustrated by the 1952 annual report issued by the New York State Division of Housing. The title of this profusely illustrated report is *New York State Builds Lives*.

In the foreword, recreation is listed as one of the vital fields through which the housing authorities are building lives:

We are endeavoring to persuade municipalities that it is not only good planning but good municipal economics to coordinate all new public improvements so as to recreate neighborhood living. This means that new public housing, parks, schools, and so on, should not be dropped just anywhere, but rather that they should be grouped in a neighborhood plan so that, along with intelligent zoning, they will induce private builders to build nearby in order to take advantage of the facilities provided to them, thus filling out the plan.

Recreation

Since state-aided projects are built on only about 15 per cent of the site, with the remainder given over to open spaces, the former slum areas are transformed into park-like surroundings available to all the residents of the areas, both adults and youngsters. Generally, provision is made for the project to turn over a sufficient amount of land so that the city may operate a public playground. Indoors, there are numerous recreation and hobby rooms.

In a chapter entitled "The Environment for Good Living," recreation is listed as one of the essentials which should receive adequate consideration in the selection of sites, as well as in the planning of housing projects:

Thus, playgrounds, social and craft rooms, children's centers, recreation rooms, dental clinics, psychiatric referral units, and health centers have been included in projects and are available not only to those who live in the new housing developments but also to all who live in the surrounding neighborhoods. Public parks have been created on former slum sites. Typical of the activities sponsored in project community facilities are dressmaking, plane modeling, dramatics, choirs and glee clubs, acrobatics, boxing, first aid classes, dancing, knitting, and woodworking. Boy and Girl Scout work, adult education programs, Americanization and citizenship classes for the foreign-born.

Application of the principles are cited in the case of housing developments in Buffalo where a twenty-six million

dollar loan has been made possible. One of the housing sites of five acres, when cleared of its present sub-standard structures, is to be developed by the city as the first portion of a new public park. Twenty-six of the forty-three acres at another site are to be used for dwellings, with the remainder turned over to the city for development as a park.

One section of the report is devoted to a consideration of the housing needs of the aged. It is pointed out that "where the projects are sufficiently large, there will be special recreational and visiting rooms for the elderly, in addition to the community facilities provided in state-aided projects for tenants and residents of the neighborhood . . . Our plan of having their apartments in the same building with other tenants, but protected in a separate wing, will give older people both the advantages of community living and the possibility of withdrawing to a sheltered haven all their own whenever they wish."

A section deals with mutually-owned housing developments which are built under provisions of the state's limited dividend housing law. In referring to one cooperative veterans' development, it states:

When one becomes aware of the high proportion of children in this development, it is clear why the one community project dearest to the parents is the playground and summer play program. There are eleven large playgrounds within the forty acres of Bell Park Gardens. During the summer months, seven of these playgrounds are devoted to a parent-organized play program that attracts ever-increasing interest in the neighborhood. To the standard equipment originally provided were added many new pieces, including outdoor showers, and tables and benches, much of which was built by the mothers and fathers working evenings and weekends. Professionally trained counselors and a director are retained to supervise the many activities, such as dances, songfests, games, crafts, picnics and trips to places of interest away from the project. Approximately five hundred children are expected to enroll in the playground program during the summer. Guiding the operations are committees of participants who devote many hours throughout the year, planning the program and exploring ways to improve and add to it.

The extent to which community recreation opportunities are provided in public housing projects in New York City is indicated. Programs, a number of which are carried on in cooperation with public and private agencies, are coordinated by the Community Activities Division of the local Housing Authority. The extensive network of well-equipped community facilities, each of which is staffed with skilled professional workers, includes: thirty-two children's centers (nursery schools for pre-school children from three to five); thirty-six community centers (recreation centers for school-age children, adolescents and adults); fourteen play school programs (for children of working mothers); twelve branch libraries.

New facilities opened in the twelve-month period ending March 31, 1952 included four children's centers, nine recreation centers, three branch libraries.

RECREATION *to Fit Small*

WORKERS in our field are prone to neglect the more intellectual and cultural aspects that should go with the employment of leisure time. If recreation is to be educational, the potentialities of the shorter work-week, from the standpoint of the recreation worker, ought to be more than crafts and softball; and it often is true that these aspects are more easily attainable in the recreation department of a small community. Here it is really easier to have a comprehensive recreation program, to have it reach a much bigger percentage of the population, and to have it become an integral part of the social life of the town, than it is to devise something of the same nature for the big city. The town of five hundred to a thousand can do things in recreation under active leadership that Omaha or Denver or Chicago will never be able to do. This is not meant to discourage or disparage the work in any larger community, but to encourage the leaders of the smaller communities to do for their communities what the leaders in the big communities will never be able to do. It is much easier to do a good job in a small town.

in northern Iowa, a town of 650 population; one is a university town of 20,000; and the third is Omaha, with an estimated population of 265,000. The

Community of 650	Community of 20,000	Community of 265,000
1 high school gymnasium	31	410
1 outdoor volleyball court	31	410
1 football field	31	410
1 baseball diamond	31	410
1 outdoor basketball court	31	410
2 softball diamonds	62	820
2 tennis courts	62	820
3 outdoor badminton courts	93	1230
(in individual yards)		
3 churches	93	1230

facilities to be found in the small community appear in the first column in the above brief chart. The comparable number of each of these facilities in the

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looked upon as utterly fantastic! The small place has more facilities per unit of population. In the large city there tend to be huge concentrations of facilities much farther apart, more difficult to reach, and usually not well blessed with parking facilities. In the small community, the high school is apt to be the social center of the community and, since it is an institution financed by public taxes, recreation should be considered as much a public function, to be conducted within and around that building, as are other forms of education.

In the small community, a larger percentage of the homes have ample yards and there usually are many more open spaces or "vacant lots." The large community has one advantage only—it is apt to have some facilities which the very small communities cannot afford.

Some General Observations

1. Many recreation facilities are out of doors and, during a large part of the winter, are not usable. At such times the availability of the school plant may be an important item.
2. There is great need for more emphasis upon a recreation-education program in the schools. Too frequently there is no attempt to indoctrinate the school population, which in a few years will become the tax paying voters, with the idea that recreation facilities and habits are important.
3. Because of bad weather during part of the year, making transportation difficult, recreation-minded people should prepare our populace for recreation and physical conditioning activities at home, in their own yards, basement playrooms, and so on. There needs to be a great deal more of such decentralization of recreation. This does not in the least imply that there should be

Small Communities in This Country Are in the Majority

Communities	Iowa	Cumulative	Nebraska	Cumulative	U.S.	Cumulative
Under 500	54 %		61 %		40 %	
500-1000	22	76 %	19	80 %	21	61 %
1000-5000	19	95	17	97	27	88
Over 5000	4	99	2	99	12	100
"Rural"	39		41		36	

Percentages of communities, except in the last line in which the percentages of the rural population is in terms of number of people in the area.

Small Community Has More Potential Facilities Per Capita

For example, consider three communities: one is a small rural community

larger communities are found under the appropriate headings.

It will be seen by looking at these data that the facilities taken rather for granted in the small town would be looked upon as practically impossible of attainment in a town of 20,000; and in a town of 265,000 these would be

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Communities

fewer large installations; it simply means that, in addition to these larger installations, there should be many smaller places throughout the whole community. The person, who will not go four miles to swim or play volleyball, may go next door or half-way up the block for badminton or deck tennis.

How to Start the Organization of Small Town Activities

1. In each community individuals who can act as spark plugs and self starters need to be sought, trained and developed. Every community has individuals of this type and we need to find them. The person may be a play-minded citizen, a craft-minded club woman, or an ex-athlete. The main things needed are vision, enthusiasm and persistence.
2. The next step is for the leader and some of these spark plugs to organize a committee that will constitute the recreation board of directors for that community. Individuals may well be chosen from groups such as: American Legion; Veterans of Foreign Wars, and women's auxiliaries of the same; school board; Parent-Teachers Association; town council; chamber of commerce and, if there is one, the junior chamber of commerce; churches (frequently one representative from each church is included); service clubs (in the small community there is seldom more than one); the library (it is often forgotten by many that the library is one of the most important recreation facilities in the community); local Red Cross; women's clubs; representatives from the rural community surrounding the town. Frequently it may be advisable to include one high school boy and girl.

I should like to emphasize the influence of women in a community project like this. Frequently men, when faced with the desirability of promoting rec-



Parade-on-Wheels is a part of "special day" program in Greenbelt, Maryland.

reation, are apt to think of what it will cost in terms of upkeep; they tend to be tax-minded. The women are likely to think of the benefits to their children and to themselves, and are apt to be more child-minded. If the women of the community are sold on an idea, the men usually follow along.

3. The organizing committee needs to keep in mind recreation for all ages, both sexes, and rural as well as townspeople.

4. If at all possible there should be a paid executive. One man or woman can often serve several small communities. In addition to the executive, the lay committee and other "unattached" laymen are extremely important.

5. Newspaper support should be sought from the beginning. In one small community, during the organization of the recreation department, it was arranged with the editor of the weekly paper that pictures be taken of facilities that were being installed in individual back yards, as well as of the more centralized recreational facilities. Stories each week, to go with the pictures, resulted eventually in a great increase in the decentralized recreation facilities. The recreation executive should learn to write up news stories, have a sort of newspaper mindedness, and not just ask that it all be done for him by the editor.

Kinds of Activities for Which to Plan

It should be remembered that there is a need for different kinds of activities for different interests and different skill levels. I divide them roughly as follows:

1. *Individual activities*, often discussed or shared with other like-minded people, such as music, manual arts, crafts, fishing, hunting, painting, photography, and other creative and sports activities.
2. *Dual activities*, such as checkers, chess, and other quiet games, golf or tennis, and so on.
3. *Team activities*, such as athletics, games, relays.
4. *Group activities* (as distinguished from team activities) such as dramatics, group discussions, orchestras, singing, bird or nature study, other club activities, special group projects.
5. *Intellectual activities*, such as drama, play-reading, story-writing, debating.
6. *Social activities*, such as entertainments and "spectator" sports activities, parties, games, folk and square dancing, and so on.

All of these types of recreation represent many, many different forms of activities, references to which are readily available in recreation literature. It behooves the recreation director not to overlook any category, even though he may not have something organized in each one at the moment.

Some General Principles

1. The organizer of recreational activities, in the small community particularly, should first seek out those who are naturally enthusiastic, train them (or have them trained by someone else) and then turn them loose—but keep on stimulating them continually so that they do not lose their enthusiasm. To illustrate: at the University of Iowa our tennis coach, Dr. Klotz, has been

most active in teaching people in various communities *how to teach* tennis most effectively. These enthusiasts in a local community—if someone keeps their enthusiasm up—soon have tennis being played by both young and old. Another illustration is the stimulation of home-talent dramatics, often through the organization of a drama league within the recreation organization itself. A third is the organization of craft guilds, perhaps started by one enthusiast, and later carried on by others who are trained. These guilds frequently split off to form major organizations of their own. It would seem to me that one of the objectives of the recreation executive should be to attempt to build semi-independent groups which will carry on *without* further stimulus.

2. If a split-off group—such as a school athletic league, school-sponsored educational motion pictures, a rural YMCA league—goes ahead, the executive should encourage and aid it.

3. In addition to the board of directors in a small town, or a committee representing the recreation movement, a group of *activity leaders* should be organized. These are the enthusiastic persons who keep activities going while the committee or board raises money and develops support.

4. The recreation executive and the committee should not try to do too much at one time. It is possible to have so many things going in a small community that there are hardly enough people left to take part in each of them. The executive and the committee need to assess priorities and try not to impose a big-city program locally.

5. The leaders of the recreation program should never be content with what they have developed; it is important that they keep after the program to improve it, to keep enthusiasm at the point where it is constantly getting things done—for unless one winds a clock from day to day, it is apt to run

down. On the other hand, sometimes the community outgrows one type of activity, and this activity needs to be replaced by another.

I am hoping that those of us who come from small communities will make a resolution to study the possibilities in that small community, to talk things over with potential local leaders, and to develop a program that will provide local residents with an interest in those types of cultural activities which can be practiced during the hours made free by the shorter work-week, in such ways as to improve the cultural level of each community. A small community is frequently a push-over for the constructive worker in the field of recreation. If we promote recreation for that 83 per cent of communities under 5000 in population, we can increase tremendously the contributions of organized recreation and, incidentally, create positions for professional workers in recreation.

They Stick Together

Part of the summary of a 1952 questionnaire sent to wives of members of the Yale class of 1937.

Mr. and Mrs. Yale like to do things together; and they like many of the same things, with a healthy division of tastes as well. She permits his men's golf with good grace, but occasionally deplores his fondness for jazz. She is an active creature and probably owes her nice figure to the sports she follows. Only two women professed abhorrence of all forms of exercise. The list of her favorite outdoor recreations runs as follows: gardening (192), swimming (100), tennis (75), golf (69), sailing (46), skating (41), skiing (36), fishing (34), riding (27), and shooting (19). With the exception of gardening she does these things with her husband, although there are a few

husbands with green thumbs, and some of the husbands play men's golf of a Saturday afternoon. Her favorite indoor amusements—besides reading—are radio (179), bridge (165), needlework (139), television (132), canasta (124), crossword puzzles (83), poker (52), gin rummy (31). Skills or crafts are represented as follows: music (81), painting (67), collecting (58), pottery (12), weaving (7), and flower arranging (5). Besides these recreations, she and her husband do some traveling, do a little theatre-going, and see an occasional movie.

Weekends are spent together for the most part, with sports or family projects in the day time and a party on

Saturday night. "We have friends in for dinner," or "We go out with friends" were the most frequent phrases. On Sunday, although 71 per cent of the women are church members, less than half go to church regularly. However, 70 per cent of them send the children to Sunday school. Sunday is a family day with visits to in-laws if they're within reach and a quiet evening at home.

There is not much evidence of the familiar pattern in which the wife and children go to another place for the summer where the husband comes for the weekends. Thirty of the families follow this scheme, but 154 do not, many of the latter expressing keen dislike of it. No, they stick together and in the great majority of cases the family goes on vacation together.

From "Mrs. Yale, 1937" by Agnes Rogers, *Yale Alumni Magazine*.

Sample Recreation Interest Poll

(Reproduced as used)

THIS QUESTIONNAIRE* is for the purpose of determining recreational activities which will meet the needs and desires of the greatest possible number of residents served by the Hayward Area Park, Recreation and Parkway District. To aid the district in determining your interests and needs, numerous child, youth and adult activities are listed below. Please check the list carefully and return it when the recreation leader calls for it on Check the age group you are in: Grammar School High School 18 to 25 years Over 25 years

Please check in column 1 below the activities in which you participate or attend.

Please check in column 2 below the activities in which you would like to participate if they were made available.

Please check in column 3 below those activities which you are capable of teaching.

List any additional activities which you would like added to the program, in the spaces left for that purpose at the end of each activity list. (These spaces have had to be deleted here.—Ed.)

SPORTS	1	2	3	ARTS AND CRAFTS	1	2	3	Puppet shows.....				Fishing.....			
Archery.....				Basketry.....				Skits.....				Flower arranging.....			
Badminton.....				Ceramics.....				Stage craft.....				Garden club.....			
Baseball.....				Clay modeling.....				Story telling.....				Hiking.....			
Basketball.....				Drawing and painting.....								Nature study.....			
Bathall.....				Dresden craft.....				SOCIAL	1	2	3	Photography.....			
Bicycling.....				Fly tying.....				ACTIVITIES				Rifle or gun club.....			
Bowling.....				Leather craft.....				Card clubs.....				Stamps.....			
Boxing.....				Marionettes.....				Dances.....							
Croquet.....				Metal craft.....				Family nights.....				SPECIAL	1	2	3
Dodgeball.....				Model airplanes.....				Senior citizens.....				ACTIVITIES			
Fly casting.....				Model boats.....				Social games.....				Baseball school.....			
Flag football.....				Needle craft.....				Teen-age clubs.....				Bicycle events.....			
Golf.....				Paper craft.....				Young adult club.....				Camping.....			
Gymnastics.....				Plastics.....				QUIET GAMES	1	2	3	Day camping.....			
Handball.....				Plastic lacing.....				Cards.....				Doll shows.....			
Hit pin baseball.....				Puppets.....				Carroms.....				Easter bonnet parade.....			
Hopscotch.....				Textile painting.....				Checkers.....				Field days.....			
Horseback riding.....				Weaving.....				Chess.....				Hiking.....			
Horseshoes.....				Woodcraft.....				Chinese checkers.....				Hobby shows.....			
Jump rope.....				MUSICAL	1	2	3	Dominoes.....				King o' the Court.....			
Kickball.....				ACTIVITIES				HOBBY CLUBS	1	2	3	(basketball skills)			
Netball.....				Barbershop quartets.....				Books.....				Kite contest.....			
Paddle tennis.....				Choral.....				Coins.....				Pigskin Pete.....			
Playground games.....				Community singing.....							(football skills)				
(tag, three deep, squirrels in trees, and so forth).....				Music appreciation.....							Play days.....				
Roller skating.....				(listening to records)							Yo-yo contest.....				
Shuffleboard.....				Rhythm bands.....											
Skeet and trapshooting.....				Singing games.....											
Skiing.....				DANCING	1	2	3								
Slim trim (exercise class).....				Folk dancing.....				FURTHER SUGGESTIONS:							
Soccer.....				Modern dancing.....				How long have you lived in the area?.....							
Softball.....				Social dancing.....				Do you participate in Hayward Area Recreation District activities?							
Swimming.....				Square dancing.....				Yes..... No.....							
Table tennis.....				DRAMATICS	1	2	3	If you do not participate in District activities, why not?.....							
Tennis.....				Pageants.....											
Tetherball.....				Pantomimes.....											
Track and field.....				Plays.....											
Tumbling.....				Play direction.....											
Volleyball.....				Play writing.....											
Wrestling.....				and reading.....											

* Submitted by Harold L. Teel, Superintendent, Recreation and Parkway District, Hayward, California.

The hard facts about "GIVE"

HOW HARD MUST
HE PULL?



IS SOME "GIVE" OR STRETCH

The answer to this question is easily found in simple facts with which any experienced craftstrip worker or teacher is familiar. We have designed Rexlace to have a high degree of pliability and a carefully determined and carefully controlled amount of "give" or stretch for these reasons:

1. In braiding, wrapping, and lacing, the craftstrip has to bend and turn to shape itself to the work. Craftstrip, like a ribbon, is flat in shape. Without pliability and give, it resists taking the desired shapes.
Do we want a rigid ribbon with no give or stretch, like a clock spring (which has absolutely none) or do we require some degree of pliability and give such as we have in leather — and also in Rexlace?
2. The above explains why a rigid craftstrip with no give or stretch has to be pulled so hard in making a lanyard. The give and pliability of Rexlace let it shape itself to the work easily and naturally, without excessive forcing. With Rexlace the hard pulling and the great care to prevent slipping back are eliminated — also the extreme tiring of the fingers.
3. When a flat blank is wrapped for a bracelet or kerchief slide and then bent to shape, the lace on the outside is put under great tension. Unless it has some give to it, it is apt to break, either when bent or later. Breaking of even a single strand ruins the project just as it is finished. In this case, a reasonable amount of stretch is a necessity, and a rigid lace is an unwise choice.

THE **REX** CORPORATION

or stretch in **REXLACE**



WILL IT BREAK?

GOOD OR BAD IN A CRAFTSTRIP?

4. Spaces left between turns in wrapping with Rexlace are easily closed by pushing the turns together, and due to its give or stretch, the lace remains tight — a great advantage, especially for children.

Rigid laces loosen up when turns are pushed together, making it necessary to position them perfectly on the first try. They are also hard to push together.

5. With a little give, one or two wrapping strands can be lifted and the unsightly lace ends slipped under for complete concealment. This cannot be done with a rigid lace.

By pulling hard enough — far harder than is ever necessary in making any article — Rexlace can be stretched out of shape, just as rigid laces, by excessive pulling, can be snapped and broken. Neither point has any importance.

But for fine craftlace work and for easy working, the give or stretch in Rexlace is just as necessary, just as apparent, and just as common sense as non-flammability. These qualities together with a durable, washable finish and fine colors make Rexlace an outstanding product for holding old customers and selling new ones.

CAUTION: Do not confuse solid plastic Rexlace with leathercraft laces made from solid plastic. Leathercraft requires a lace with much more stretch and softness to shape itself to leather. Such lace has far too much stretch for craftstrip work.

Leathercraft lace also requires an oval cross-section to give a fine edge instead of the rectangular section needed in craftstrip. Although containing much less material and selling for less, leathercraft lace is absolutely unsatisfactory for craftstrip work and ruins most craftstrip projects in which it is used.

Handicraft Division

WEST ACTON, MASS.

Full-Time Leisure in Off-Work Hours

A New York investment business takes a long look ahead in its current, special anniversary issue of INVESTOR'S READER—a news publication about business and finance—and has the following to say about recreation:

• **THERE IS NO PRECEDENT** for the Solid Sixties. If present trends continue, Americans will have more money to spend and more time to spend it. Continued deflation may cut total dollar wages but real wages will rise. Barely a few weeks ago the thoughtful Twentieth Century Fund predicted a 30 per cent increase in real wages in the next decade.

Even in the prosperity of today, the combination of soft hours and hard cash is one of the least understood phenomenon of the times. For one thing, the impact of more leisure and cash was not felt until the war-fraught Forties. In those days, many businessmen and psychologists figured the free-spending of fun-seeking Americans was a temporary "escape" mechanism with *nouveau riche* overtones.

Nowadays the demand for diversion is accepted as a supercharged force. One indication is the added employee inducements of private industry. Company-sponsored bowling, softball and basketball teams are commonplace; more and more outfits employ full-time recreation directors. A few like Phillips Petroleum in out-of-the-way Bartlesville, Oklahoma, provide swimming pools, bowling alleys, club rooms and skating rinks for after-hours fun. Meantime city fathers vote bond issues to finance "tot-lots" for the sand-pile set, shuffleboard courts for the aged, public golf courses and toboggan slides for the in-betweens.

This means more markets for a long list of manufacturers which supply everything from asphalt (for playground surfaces) to jungle-gyms to volley-balls.

Equally important is that most Americans spend money freely in their free time. In the past four years, US citizens have dished out over five per cent of their total personal expenditures for recreation (not counting dinners in town, on the road, or trips). In 1952 this added to \$11.7 billion another \$2 billion or so for business and pleasure jaunts.

Millions go into sports clothes, luggage, badminton "birds" and golf clubs; still more is spent for expansion-attic workshops, garden tools, boat kits, cameras and dark-room supplies, stamp and coin collections, model railroads, toy airplanes and other hobbies. In Chicago last fortnight, happy members of the National Association of Music Merchants heard that record sales will top \$200,000,000 this year. Not long ago the "platter boys" were considered dead. Pianos are likewise "hot" items.

The lure of leisure spreads further. To save time for gardens, games or gossip, housewives want automatic dishwashers, clothes dryers and quick-to-cook frozen foods. Clothing is more casual and informal-living habits mirror the importance Americans place upon spare-time sports and recreation.

And for most industries dedicated to American amusement the next decade looks as sweet as a 250-yard drive down the fairway. Only a few will be in the rough.

Two big factors are TV and the trend towards do-it-yourself. Every businessman knows the impact of television on the nation's entertainment habits: (1) fewer people eat out for fun; (2) more and more stay away from ball parks, stadiums, theaters and night clubs. Equally important but less recognized is the do-it-yourself trend in almost every activity from boating to building.

The past few years are a good example. Gains in population and income to the contrary, admissions to spectator amusements fell from \$1.3 billion in 1949 to \$1.5 billion last year. The only exception: race tracks. Meantime the amount spent for television and radio receivers, phonographs, parts and records rose from \$1.9 billion four years ago to \$2.3 billion last year; informal recreation of all types has risen who-knows-what . . .

More intangible is the sociological influence of television. Unlike most modes of entertainment, it makes the home a recreation center . . .

With long-term mortgages on their ranch-type love-nests, most newly-weds of 1963 will prefer first-row seats in front of TV. Bookshelves will be filled with how-to-do-it pocket-books. Games like Mah Jong, triple-deck Bolivia and Scrabble will fade and fade. In tune with current television stars, amateur musicians and "talented kids" will while away at ukes, guitars or small electronic organs.

For companies like US Playing Cards, Wurlitzer and G. C. Conn (instrument), this is fine. At the same time, TV and education create a taste for things like swimming, good literature—and Paris.

More people than ever will get away from it all by flexing muscle and mind at active sports and games. Golf is on the upswing with 3,265,000 active pros and duffers; so are skiing, riding, shooting, sailing and even soccer. Last year, US men and women shelled out \$790,000,000 for sports goods, plus \$170,000,000 for green fees, and so on.

Boat and pleasure aircraft purchases are way up and some people expect a 15 per cent increase by 1963. Another pointer is the larger amount spent to buy and train hunting dogs; still another is a record 21,000,000 fishing and hunting licenses.

This means more travel to find trout streams or sun or snow. Beaches, resorts, hotels and cruises will get a healthy share of the 1963 diversion dollar; so will railroads, airlines, buses and steamships.

Directly affected by all this are sporting-goods makers like Jantzen, Chris-Craft, Remington Arms, Savage Arms, Wilson Sporting Goods (subsidiary of meat packer Wilson) and A. G. Spalding. In the long run almost every industry will share in the happy trend created by more leisure time. Hence 1963 should be fun for all.

* Reprinted from *Investor's Reader*, published by Merrill Lynch, Pierce, Fenner & Bean.

RECREATION IN LOS ANGELES

Playgrounds—The development of new playgrounds under our 1947 bond program was greatly slowed down by the regulations of the National Production Authority. Recently these have been relaxed and we have resumed the construction of seven playgrounds, and are letting contracts for playground clubhouses about one per week. We shall complete the total program by the end of this calendar year.

One of the interesting features in the wind-up of this program is the arrangement for construction of a two-pool swimming facility to be erected in Wilmington, on a park property adjacent to the Harbor Junior College. This is a new junior college, the curriculum of which is geared to the employment needs of the harbor district. It was opened during the war and is now in full operation with about three thousand students enrolled, and with a fine plant. Our seventy-acre playground adjoining it has been developed for community use but it will also be of considerable assistance to the college. We have entered into a contract with the board of education whereby it will share equally with us in the cost of construction and operation of the pools, one of which will be indoors. The total cost of construction is estimated at \$350,000.

Beaches—At our beaches we had unusual success last summer in concentrating the building of fires at a single location where we have about one thousand fire rings. This development is upon a portion of the five-mile beach which was widened by the dredging of sand several years ago, so

From a report of current developments related to the services of the Los Angeles Department of Recreation and Parks, as of May 1953, by George Hjelte, General Manager.

at the point of the fire rings it is about one thousand feet wide. Building of fires everywhere on the beach is an untenable plan, owing to the dirtying of sand with coals and ashes and possible burning of feet from live embers in the sand. The designation of a single place for many fire rings also has been a welcome thing to hundreds of young people's groups, who now find a convenient place with parking facilities, fire rings, and supervision—where a beach party might be held on warm summer evenings, on the shores of the Pacific. Many church and other youth-serving groups are availing themselves of this fine public recreation service.

While on the subject of beaches I might say that we look forward to a considerable expansion of the beach as well as the inland park program of the state. The state has aided cities and counties in the purchase of ocean frontage under a program requiring local matching of state appropriations. California now has vast expanse of sandy and scenic shoreline in the public domain, but with the rapidly growing population of this state, the future needs will be for conveniences and facilities on the public beach, including parking areas, sanitary conveniences, lifesaving installations, game facilities, and so on.

There is now a possibility that the federal government will quit-claim the paramount right which it has heretofore claimed to the tidelands of coastal states. This will release oil-royalty funds derived from drilling in the tidelands, which in California have been impounded for several years. The sum total is now around fifty million dollars, of which nearly thirty million dollars have been allocated to state beach and park purposes by former action of the legislature. After President Eisenhower has signed the impending legislation, this fund, or a good portion of it, will undoubtedly be available for further beach and park acquisition and development throughout this state.

Anticipating such an eventuality the state park commission has declared a policy favorable to the incorporation of all beaches in the state into one great recreation and park system, relieving the cities of the cost and obligation of

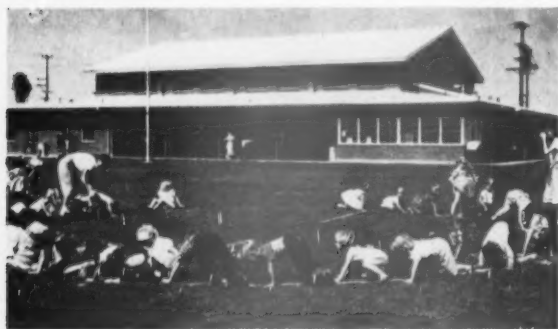
Day camps, important part of summer schedule, are especially designed for youngsters unable to go to regular camp.



financing much needed beach improvements. This could be an outstanding development in the next few years toward the use of our shoreline for recreation. Beaches, we believe, are probably our greatest natural recreational resource, not equaled by the mountains, valleys, forests, and other natural resources of the coast range and Sierra mountains.

Park System—Golf has gone forward considerably. We recently opened a splendid additional nine-hole golf course in Griffith Park. We now have eleven units of nine holes each at three separate locations. I believe this is a larger number of municipal golf courses than in any other city in America, although some metropolitan areas have greater golf facilities which are provided through county and state agencies. We also are building two eighteen-hole courses in the San Fernando Valley, on flood control land which we have leased from the federal government for fifty years. One such lease of 2,000 acres is in the Sepulveda Basin, and the other of 1,700 acres is in the Hansen Dam area, both in the San Fernando Valley. As the vast freeway system develops in this metropolitan area, these regional parks will be highly valued for year-round recreation by the people of this area, the population of which is now estimated to be four and a half million.

An interesting installation recently has been made, in Griffith Park, known as Travel Town. It consists of an educational display of travel equipment of yesteryear. Transportation companies have taken a great interest in this project and have donated or loaned exhibits of extraordinary character. One of these is a great locomotive



Recreation director supervises game for small fry. Entire families included in year-round programs at 100 playgrounds.

which pulled the overnight train from San Francisco to Los Angeles for many years, weighing 125 tons, not including the tender. Other railroads have installed similar displays alongside those of the street railway system, the stage coach lines, and so on. Not only do children enjoy seeing, and climbing upon, these interesting vehicles, but the whole exhibit has a nostalgic effect upon those of mature years.

Program

1. In the field of program on playgrounds we have done some interesting things of late. Upon the opening of the fishing season in California, we opened four of our park lakes to juvenile fishing, all under some supervision. Throughout the entire summer these lakes, which are in the center of urban parks, will be stocked with fish by the



Barbershop quartet in action. A wide range of activities for adults is offered on playgrounds.

California State Fish and Game Commission, and fishing will be enjoyed three days a week by those under twelve years of age. For the adults we opened our 12-mile Crowley Lake situated in the Owens River country 320 miles from our city, and from which most of the Los Angeles water supply comes. Here we have a fleet of boats which we rent. Over one thousand public and private boats were on the lake opening day.

2. Recently our baseball schools have been put into operation on all playgrounds, with the aid of professional baseball players who contribute their services. The Pacific Coast Baseball League gives fine support to these and is glad to send its best representatives to assist in the instruction. All this contributes to our so-called Little Coast League baseball program in which hundreds of teams play regularly throughout the season, and which is so organized as to avoid the objectionable features of the Little League baseball movement which has spread across the country. We subscribe thoroughly to the principles set forth by the American Association for Health, Physical Education and Recreation, the American Recreation Society, and similar agencies in respect to these matters, but we believe that only by having a constructive and widespread program that meets the need in a constructive way can we channel the zeal and patronage of adults who otherwise are inclined to accept such a program as "Little League Baseball."

3. We should like to mention, too, the May Day festivals which had been in preparation for weeks and which were held at all of the municipal playgrounds. These festivals motivate activities of many kinds in the preparatory process, and the events bring together many aspects of our total service. The consolidation of the recreation and park departments of Los Angeles has been beneficial in many ways. Our playgrounds are now much better landscaped than before, and events such as spring festivals are enhanced in beauty and effectiveness by flowers and plants readily made available to the recreation personnel by the landscape division.

4. Our program, of course, includes many special events and, while these are all very important, we regard them too as the "spice" of what otherwise would be a program with little zest and special attraction. We do believe, however, that the day to day routine activities on playgrounds are

the most valuable contribution in a system such as ours. In order to keep this program at a high pitch we have recently taken steps to see to it that these routine activities are made more and more interesting.

Women's In-Service Vacation Fun for Teen-Agers—The second demonstration of the special in-service training projects was held May 12, at Shatto Drama Center. It was an exposition of vacation fun for teen-age youth. The material presented indicated skillful and thorough research on the part of every committee member. The session was filled with unique features. A tape recording revealed what teen-agers wanted most. The recordings were the result of on-the-spot interviews at several of our own recreation centers. Another highlight of this session was the demonstration of the new game, Jokari, by the noted tennis star, Pauline Betz Addie. It was hoped that the many activities presented so ably by directors, at this session, would be included for teen-agers in the summer programs at every recreation center.

Workshop on Recreation for Oldsters—A workshop on this subject, sponsored by the Metropolitan Welfare Council, took place on May 20. The program included:

9:30 to 11:30 Panel presentation and discussions on planning, management, physical facilities and programs.
11:30 to 12:15 Tour of Joslyn Hall
12:15 to 1:30 Luncheon (\$1.25) Entertainment by older adults using Joslyn Hall, and brief talk by William Farnum, old-time movie star.
1:30 to 3:00 Swap Shop

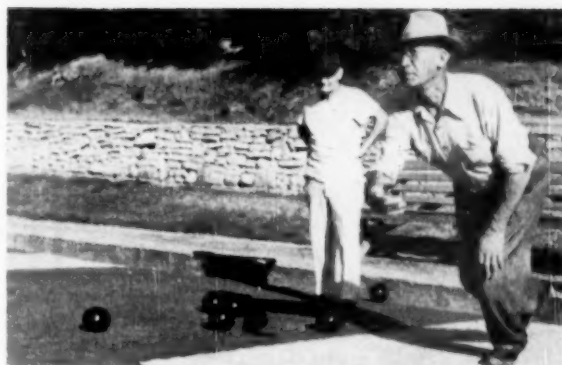
1953 May Days—May Days scheduled for week of May 18:

Playground	Theme	Date	Time
Harvard	Heart of Ice	May 20	4:00 PM
Oakwood	The Choice	May 20	4:00 PM
Compton	Festival of the Golden Goose	May 21	4:00 PM
Poplar	The Year that Spring was Late	May 21	4:00 PM
Wm. Mead	Heart of Ice	May 21	4:30 PM
West Los Angeles	This is How the Spring Begins	May 22	4:00 PM
Downey and Lincoln Hts.	Heart of Ice	May 22	4:30 PM
Victory Van Owen	The Secret of Spring	May 23	10:00 AM
Cheviot Hills	The Enchanted Flute	May 23	11:00 AM
Manchester	The Choice	May 23	11:00 AM
Reseda	This is How the Spring Begins	May 23	11:00 AM
Robertson	The Choice	May 23	11:00 AM
Rosecrans	The Choice	May 23	11:00 AM
Toberman	The Choice	May 23	11:00 AM
Green Meadows	Festival of the Golden Goose	May 23	2:00 PM
Highland	The Choice	May 23	2:00 PM
Wabash	This is How the Spring Begins	May 23	3:00 PM

May Events At Los Angeles County Museum—From May 16 to May 31, a special series of events presented: gallery talks; films on art and on science—including two of Walt Disney's Tru-Life Adventure Series; chamber music; and Museum-in-Action—Art Program 1953 Annual Exhibition, with artists' demonstrations in the galleries.

Women's In-Service Training—On May 19, at Shatto Drama Center, the committee working on vacation fun for junior high school ages made its presentation. A variety of activities helpful to all directors in planning activities for this age level were included in the morning's session.

Soap Box Derby Program Available—Directors were advised that our department was cooperating with the Soap



Famous Arroyo Seco Greens. Bowling-on-the Green, popular with senior citizens, is but one activity in varied program.

Box Derby program. As part of this cooperation, the following service to stimulate interest in their community was made available to them. This service could be used in connection with a playground evening of entertainment, or meetings where it might be appropriate.

Program included a twenty-six minute color sound film on the Soap Box Derby, magic tricks and ventriloquism, and a question and answer session for a total of forty-five minutes to sixty-minutes.

Men Directors' In-Service Training—Men directors met at their District In-Service Training Centers on May 19, the subject being "A Nature Project Suitable for Day Camping."

Track Meet Medals—All District Track Meet medals were delivered to each district track chairman in charge of a district meet. Directors who had boys who were winners, or who placed second, got in touch with district track chairmen for medals won by their playground boys. These medals were given junior and senior divisions only. The standard ribbons for winners were given in the midget division.

ACEA Recreational Opportunities, May 17 to June 11—Biltmore Dinner Dance and Floor Show; color films on England, Ireland and Scotland; deep sea fishing off Catalina Island; special dance; tennis tournament at Griffith Playground; weekend at Camp Radford; color films on France and Italy; Hollywood Theatre Party; Lopez Canyon Trap Shooting Contest; week in mountains at Camp Seely for family or friends, \$1.00 per day per person for the week.

In-Service Training for Maintenance Division Personnel—Classes given were: Building Maintenance Class, 2 P.M.-4 P.M., five days; Horticulture Class, 1:30 P.M.-4 P.M., three days; Advanced Horticulture Class, 1:30 P.M.-4 P.M., one day.

Weekly Attendance Report Supervised Playgrounds Only

	Week Ending May 9, 1953	Same Week Last Year
Participants in Planned Programs	132,546	138,104
Total Participants	202,547	201,736
Total Attendance	306,918	307,307
Daily Average	43,845	43,901



Feed-The-Witch, played with large head painted or pasted on wall. See story.

A HALLOWEEN PARTY for THREE HUNDRED

William L. Petty

Halloween parties of some sort have been enjoyed by the peoples of many lands for centuries. Interpretations and observations vary in the different countries; but to the people of America today comes a Halloween party fashioned, and pretty well standardized, by the folkways of America through the years. It is a Halloween party of witches and goblins, of skeletons and ghosts, of costumes and dens of horror, of broomsticks and black cats, of vampires and bats, of bobbing for apples and other games of fun, and of feats of skill and contest. All of this rolled into one bill of fare for one evening's entertainment is a large order for even a small group, and as the number of participants increases, the problems increase proportionately.

For the social or recreational agency which undertakes such a party for two or three hundred, the problems are many-fold; and the common question is, "How can you include all these ingredients in a party for this number?" It can be done, but I believe that the four most immediate concerns facing anyone embarking upon such an undertaking are: (1) content of program; (2) participation for all; (3) control of the group; and (4) distribution of refreshments.

We, at Madison Square Boys Club, have worked out a plan that has the answer to all of these problems. Our party embodies all the old time Halloween games, thrills, and atmosphere (complete with dens of horrors) and keeps three hundred boys actively participating, simultaneously, for a period of three hours. In the meanwhile we give them their fill of cider and doughnuts.

Our plan is simple, easy to implement, and has worked successfully for us for the past two Halloweens. The essence of it is to set up fifteen or twenty games with a Halloween motif, separate the three hundred into groups of fifteen, assign a team to each game, and then to rotate them around the room until each team and each individual has

played every game. The games are played on a competitive, point basis, with prizes for the winners.

Three distinct areas are pertinent to the carrying out of the total plan:

1. A room, or series of connecting rooms and hallways, to be used as a den of horrors.
2. A pre-party assembly area.
3. A gymnasium, or area of similar size, for the actual party action.

An elaboration of each of these areas is included in the following general description of the party.

We open the doors to the waiting crowd at seven o'clock. Everyone is channeled immediately through the den of horrors, with its ghosts and witches, rattling chains, screeching owls and squeaky doors—all dedicated to the purpose of making a youngster's hair stand on end. Younger children are helped through by a staff member. If a youngster is disinclined to pass through the den he is not urged to do so, but is given a detour. Most of our youngsters get great joy from the den and would go through for a second trip if permitted.

After the den of horrors, all the people gather in a general assembly area. At seven thirty they are divided into teams of fifteen, and are given a number corresponding to the number of a game in the party area. There are as many teams as there are games. All members of team number one are given a card bearing the number "1"; and upon going to the party area, they report to game number one in a group. All members of team number two are given a card bearing the number "2", and so on, until all teams and all individ-



WILLIAM PETTY is director of Queens Boys Club and Clear Pool Camp, Madison Square Boys Club, New York.

uals are numbered and assigned to a game with a corresponding number. No team is assigned number thirteen, as this number is reserved for the refreshment booth. This assembly area is the key to the total organization of the party, and adequate planning and care here will help to assure a successful evening. Also, at this point, team captains are chosen and older persons are assigned to lead the group through the activities. This affords a wonderful opportunity to make use of older boys, giving them a chance at responsibility and leadership.

By eight o'clock all three hundred are in the party area and stationed at the game assigned to them. At a signal from the MC everybody begins to play and the fun is on. When sufficient time has elapsed for all teams to complete their games, another signal is given and all rotate clockwise one station and commence a new and different game.

A full day should be allowed to set up the party area. Decorations should be in abundance and should include silhouettes of all types of Halloween creatures. Never underestimate the power of suggestion embodied in decorations, for setting a mood.

The games in the party area are clearly numbered, and should be spaced far enough apart so that people playing one game will not be a hindrance to the people playing the next. Each game must have a "games keeper" to keep the game set up, and to keep a score for the teams as they pass. The team leaders also keep score. This provides a double check for

As many as possible of the traditional Halloween games are included. Each game has a games keeper to keep the score.



scores. As many as possible of the traditional Halloween games, such as "Duck for Apples," should be included, and a Halloween motif for all games is a *must*. With a little imagination almost any run-of-the-mill game can be transformed into a Halloween game. Here are some of the games we use successfully:

1. *Ducking for Apples*—This game is so well known that no explanation is needed. It is sufficient to mention that each contestant is permitted one minute and is scored on the number of apples he is able to take from the tub.

2. *Cat on the Fence*—Place two cardboard silhouettes of black cats, some tin cans, a small pumpkin, and some old shoes on a wooden bench. The participants stand five yards back and attempt to knock the objects off the "fence" by throwing tennis balls. Each object has a point value, with



Station number thirteen is refreshment booth. Each team reaches this while rotating from game to game around room.

the cats being worth the most. Each person is allowed five throws.

3. *Feed the Witch*—A large picture of a witch's head is painted or pasted on the wall. It should be at least six feet high and proportionally wide. The teeth should be her prominent feature. Drive a tenpenny nail into each tooth from behind, leaving the point and approximately one inch protruding in the front. Suspend a string from the center of her forehead and on the end of the string place an apple. This creates a pendulum. The object of the game is to impale the apple onto the nails protruding from the teeth. This is more difficult than it seems. Each tooth has a point value with the more difficult to impale teeth having the greatest point value. (See illustration.)

4. *Witches Tail*—In a small box put three holes large enough to permit a ping pong ball to pass through. Place the box on the floor so that the holes are at floor level and facing the participant. The participant must straddle a broom, witch-style with the sweeping part to the rear, and attempt to sweep the ping-pong ball into the holes. The distance should be eight feet and the number of tries three. The holes are of different sizes with the smaller holes having the greatest point value.

5. *Penny Pumpkin*—Decorate a chair to resemble a witch. Place a jack-o'-lantern pumpkin on the floor behind the chair, with its face up. The object of the game is for the participant to drop pennies into the eyes, nose, and mouth of the pumpkin without touching the chair with his body. Each person is allowed six tries.

6. *Apple Bowling*—Played the same as regular bowling. The apples are placed upon small blocks of wood and an apple is used as a bowling ball.

We use several other games but these are given as typical of how, with ingenuity, any game can become a Halloween game.

Station number thirteen is the refreshment booth, and as previously stated, no team is assigned this number. As each team reaches this station, while rotating around the room, it pauses here for a one-game period to enjoy doughnuts and cider at a leisurely pace. This permits serving refreshments without breaking the routine of the party, and also avoids the rush and grab entailed in mass feedings.

When all the teams have completed all the games, they are lined up for Halloween relays. Some that we use are pumpkin rolling relays, apple-pushing-with-nose relays, and assembling and disassembling of cardboard skeletons.

We finish off the evening with a grand Halloween treasure hunt. Previously hidden throughout the party area are numerous small paper cutouts of witches, bats, brooms, cats,

and so on. Each cutout has a point value: a witch—8 points, a cat—6 points, and so on. A special white witch has a value of 100 points. This special we really camouflage in some conspicuous but hard to detect place such as *some one's white dress*. Participants may search for the treasure only while music is played. When the music stops, all stop in place until the music commences again.

Here are a list of essentials that will increase the chances of success for the party.

1. Use a loud speaker system. It is practically impossible to control a group of three hundred without one. It is also advisable to have an extra set on hand just in case the first one goes bad.

2. Insist that all remain in their respective team groups throughout the evening, except during the treasure hunt.

3. Choose your games keepers and team leaders with an eye for possible maturity and leadership ability. They can go a long way toward making or breaking the party. Meet with them at least twice before party time to make certain that they understand the total party, and that they know their individual jobs well.

4. Have at least three staff members roving the area to keep things rolling. Meet with these people before the party to make certain that they are well aware of the order and sequence of the activities. They should be as much aware of what is taking place next as the MC.

This is a rough outline of our Halloween party. Each agency will have problems unique unto themselves; but I believe that the plan can be used successfully by most of them. We at Madison have found that it works for us, and we offer it for what it is worth. We like it because it embodies the best parts of our traditional American Halloween, because it keeps three hundred youngsters actively participating for three hours, and because it keeps these three hundred happy for three hours.

New Interagency Committee

The new state Interagency Committee on Recreation, created in the office of Governor Battle of Virginia, and announced on page 199 of the September RECREATION, is composed of the following agencies, or their appropriate divisions: Department of Conservation and Development, including Divisions of State Parks, Planning and Economic Development, Publicity and Advertising, Forest Service; Department of Education; Commission of Game and Inland Fisheries; Departments of Health, Highways, Mental Hygiene and Hospitals, Welfare and Institutions; Virginia State Library; State Water Control Board, Extension Divisions of University of Virginia and of Virginia Polytechnic Institute; Richmond Professional Institute; College of William and Mary; Virginia Museum of Fine Arts.

The functions of the committee will be to: aid in interpreting generally recreation services and features provided by the various state agencies; determine how requests from local communities for information and advice in meeting their recreational needs can be met effectively by existing state agencies; study the general recreation needs of the people of Virginia; make recommendations to the Governor for strengthening and coordinating recreation services of the various state agencies; appoint special committees making use of trained and interested personnel within the state to assist the interagency committee on specific projects, surveys, and so on; report to the governor on or before November 1, 1953, on its activities and as to the need for a continuation or modification of its structure and program.

Tricks

WITH CARDS

Spellbinder

● Determine the location of each card, from Ace to King, by spelling out its name or number.

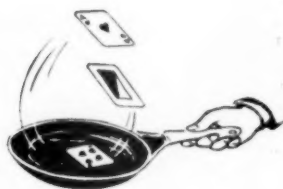
Use all thirteen cards of any one suit, and arrange them in this order: 3, 8, 7, Ace, Queen, 6, 4, 2, Jack, King, 10, 9, 5. They should be face down, with the 3 on top of the deck and the 5 on the bottom.

Begin by spelling A-C-E. As you say the letter A, take the top card and slip it to the bottom, still face down. For the letter C, take the second card and slip it to the bottom; and for the E slip the third card to the bottom. Then turn up the next card on the table. It will be the Ace. Leave the Ace on the table, and next spell out T-W-O in exactly the same manner, slipping a card to the bottom of your pack for each letter, and on the last letter turning up the card, which will be the Two. Place it on the table, and go on spelling out T-H-R-E-E, for which you slip the next five cards to the bottom, and turn up the Three, and so on. Remember always to remove the located card from the pack after you have turned it up.

Frying Pan

● Make a circle of cards on the table, face up. You may put any number of cards in the circle, which forms the rim of your frying pan. To complete the pan you need a handle, and this you make by adding a file of cards, any length you wish, to any card in the rim.

Ask the person on whom you are working this trick to decide *mentally* on any number greater than the number



of cards in the handle. Impress upon him that he is not to tell you that number. When he indicates that he has decided on some number, ask him to: begin with the bottom card of the handle and count silently up the handle and then continue clockwise around the rim until the selected number has been counted out; then, beginning with the card on which he landed and counting that as "one," to count out the original number again, this time in *counter-clockwise* direction, continuing around the rim without bothering about the handle. *Despite the fact that his counting has all been done silently, you will be able to tell him on which card he finally landed.*

You begin with the bottom card of the handle, too, and mentally count the number of cards in the handle. Then, starting with the card at the *right* of the card to which the handle is attached, go *counter-clockwise* around the rim, counting as many cards as there are in the handle. The card on which you land will be the same as the one on which your subject landed, no matter what number he has chosen.

Suggestion: Never use the same layout of the frying pan twice in succession—keep varying the number of cards.

Two-by-Two

● Count off twenty cards, and place them face up in pairs. Now ask someone to select any one of the pairs, and to remember, but not to tell you, what

the two cards in the pair are. Then, carefully, so as not to separate any of the pairs, gather up the cards into a single pack and hold it face down in your left hand.

Now, *imagine* that there is an arrangement of words on the table, shown in *Diagram A*, (note that there are ten pairs of letters: two B's, two I's, two L's, and so forth.) The order in which the cards are placed is shown in *Diagram B*.

B	I	B	L	E
A	T	L	A	S
G	O	O	S	E
T	H	I	G	H

(A)

1	3	2	5	7
9	11	6	10	13
15	17	18	14	8
12	19	4	16	20

(B)

Begin turning up the twenty cards, one by one, and placing them on the table. Use the first card to cover, face up, the space where the first imaginary B in BIBLE would be, the second card to cover the second B of BIBLE. The third card should cover the I of BIBLE, and the fourth the I of THIGH. The fifth card then covers the L of BIBLE, so that the sixth card must also cover an L, which is in ATLAS. Continue turning up the remainder of the twenty cards in like fashion, always covering a pair of the imaginary letters.

Have your subject point out the horizontal rows in which the two cards he originally selected now are. If he indicates two separate rows, then you'll know that his cards are those covering the identical letters that appear in each of these rows. If he says they are both in the same row, then they are cards covering whatever letters appear twice in that row.

Example: (Refer to diagram)

Your subject indicated that his cards are in rows two and four. Since the only letter common to both rows is T, his cards (11 and 12) must be those covering the T spaces in the imaginary diagram.

Suggestion: This trick may be worked on several people simultaneously. The main part is to commit the key words and spaces to memory.

From Take a Card, published by the Association of American Playing Card Manufacturers, 420 Lexington Avenue, New York 17. Single copies available free, to recreation directors, from the publisher.

MASKS and

A piece of cardboard, paper, cloth, a paper plate, or a bag; odds and ends for colorful trimmings; adhesive; paint or crayons; and a bit of imagination are the basic requirements for these easy-to-make masks.

Paper plate masks (1) Use an eight- or ten-inch plate. Measure and mark positions for eyes, nose and mouth. Cut small holes for eyes and mouth; cut around sides and bottom of nose and fold it outward. Make a small hole on each side of the mask, and attach strings or elastic to hold it in place.

Paper bag masks (2) Use a bag large enough to slip easily over the wearer's head. Mark position for eyes. Cut out or fringe lower edge at sides for the shoulders. Since the bags are loosefitting, it is not necessary to cut out the nose.

Cylinder masks (3) Cut a rectangular piece of wrapping or construction paper, tagboard, or oilcloth,—about ten inches wide and long enough to go around the person's head and lap over two inches. Mark places for eyes, nose and mouth. Trim the bottom so it fits well on shoulders. Add the features and decorations and fasten mask together with paper fasteners, tape or string.

Cloth sack masks (4) A sugar or flour sack, or an old pillow slip serves as the base for this mask. Tie a knot in the closed corners for ears. Apply features with paint, crayon, or embroidery. Gather the open ends in place around the neck with a bow tie, ribbon or collar.

Stocking masks (5) Cut off the foot part of a large size stocking, and sew or tightly tie the cut edge of the upper stocking for the top of the mask. Cut eye and mouth outlines from colored press-on mending tape and press them in place before cutting eye and mouth holes in stocking.

Flat paper masks (6) Mark position for eyes, nose, mouth, ears and chin on a piece of wrapping or construction paper and then design and cut the mask to the desired shape and decorate it. Interesting effects can be obtained by folding a flat mask (as shown by dotted lines in illustration) to make the cheeks and chin stand out.

Eye masks (7) Made from scraps of paper, cloth, oilcloth, plastic, and so on, these little masks are especially appealing to the junior girls and teen-agers. False eyelashes, beads, feathers, or sequins give them a very gala appearance.

Animal-head masks (8) Draw animal head design (as shown in illustration) on a large piece of heavy wrapping paper or tagboard. Cut out on solid lines, fold on dotted lines, and paste tabs (shaded areas in illustration) securely to form head mask.

Noisemakers

Construct attractive noisemakers which jingle, rattle, clatter, hum, or whirl from scrap materials and decorate them gaily with enamel, colored paper, or cellulose tape.

(1) Punch holes around the rim of a tin or paper plate. Fasten a small bell to each hole with a piece of wire.

(2) Punch two holes in the end of a tin can. Make a loop handle from coat hanger wire, insert the ends through the



NOISEMAKERS

PROGRAM

holes in the can and twist them together. Punch holes in the center of metal bottle caps and string them on a piece of strong cord, knotting the cord between the caps. Tie one end of the cord to the twisted wire inside the can.

(3) Punch small hole in the end of a tin can. Thread short pieces of cord or fine wire through an eyescrew, knot them in place, and tie a washer or nut to each of the ends. Attach handle, cut from broomstick, by screwing eyescrew, from inside of can, through the hole and into the handle.

(4) Punch three holes along one side of a cardboard tube. Tape or glue a piece of wax paper over one end. Trim with a fringe of colored paper. Hum into the open end.

(5) Use a flat saucepan cover or flatten the edge of a coffee can cover with a hammer, and punch one hole $\frac{3}{4}$ -inch from the edge. Cut a V-shaped groove, an inch deep, in the end of a piece of broomstick. Drill a hole crosswise through the center of the two prongs, $\frac{1}{2}$ -inch from the end. Cut two pieces of strong wire the length of the cover's diameter and twist a small loop in one end of each piece. Put the parts together by inserting bolt through: one prong, the loop of one wire, the hole in the cover, the second wire loop, and the other prong, and fasten with a nut. Attach a heavy washer or nut to free end of each wire.

(6) Punch one hole in bottom of tin can. Rub an 18-inch piece of firm cord with rosin, thread it through the hole in the can, and tie a curtain ring on each end. Pull the cord up and down to make a squawking noise.

(7) Thread four 10-inch lengths of ribbon through a large spool. Knot them all together and attach a bell or metal curtain ring to each of the ends.

(8) String several small bells on a piece of wire and fasten it to the loops on a package handle. Trim with tassels of yarn or crepe paper.

(9) Cut out the center of a 3- by 5-inch piece of heavy cardboard, leaving a $\frac{3}{4}$ -inch border. Punch a small hole in one end of this and attach a 3-foot piece of string. Tie a small block of wood to the other end of the string for a handle. Put four rubber bands lengthwise over the cardboard. Whirl it rapidly in a circle to make a moaning noise.

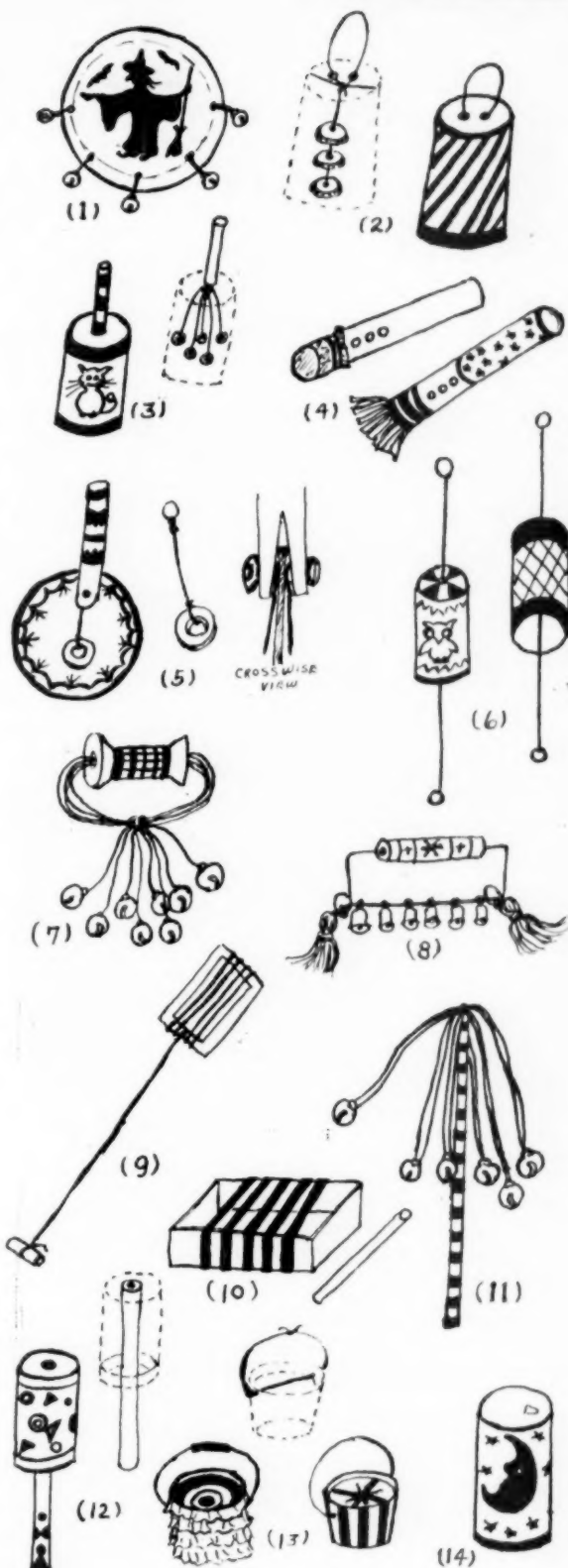
(10) Remove the cover from a cigar or shoe box and put heavy rubber bands crosswise around the box. Play it by strumming or by drawing a stick quickly across the bands.

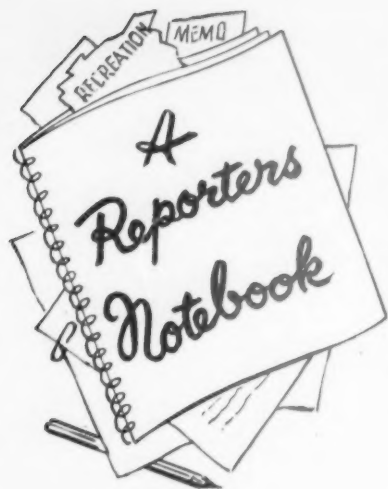
(11) Tack the centers of three 10-inch pieces of ribbon to the top of a 12-inch piece of dowling or a stick. Tie a small bell to each end of the ribbons.

(12) Cut a hole, the diameter of a broomstick handle, in the center of the cover of an ice-cream carton. Nail one end of a 12-inch piece of broomstick to the inside bottom of the carton, put in several small pebbles, slide the cover on, over the stick, and tape it securely in place.

(13) Tie a handle of heavy cord or wire through a cottage-cheese carton, put several pebbles in, and tape the cover in place.

(14) Drop small pebbles into an empty salt box and seal spout with tape to make a simple rattle.





Expanded Program

An expanded 1954 municipal recreation program for the Milwaukee Department of Municipal Recreation has been approved by the school board.

The program proposed by Donald B. Dyer, the assistant superintendent in charge of the department, provides for five new spring and summer playgrounds, seven fall playgrounds, two new afternoon social centers, two evening social centers and one auditorium center. Much of the expansion is planned to bring recreational facilities to new areas of Milwaukee which have big population increases and new schools.

Mr. Dyer stated that the proposed expansion could be carried out without increasing the school tax for recreational facilities. The recreation fund has a taxing power of up to nine-tenths of a mill.

Traveling Art Exhibitions

French Painting at Mid-Century, Daumier Lithographs, Fifty Books of the Year, Sculpture, 1953, Shopping Centers of Tomorrow and Design in Scandinavia are among the new titles of sixty American Federation of Arts Traveling Exhibitions, gathered from sources in this country and abroad for circulation in 1953-54.

Institutions in every part of the United States, and in Canada, make use of the AFA's Traveling Exhibitions service to bring to the public important original exhibitions and smaller educational displays of the art of many nations and periods. In 1952 over four hundred showings were booked.

Contemporary art, both fine and applied, is well represented in the new exhibits. Selections from shows of national importance such as the Metropolitan's Museum's *American Water-*

colors, Drawings and Prints, 1952, the Corcoran Biennial, 1953 and the Whitney Museum's *1953 Watercolors and Drawings* give a good cross-section of art in America today. *Color Prints in Post-War Germany, Contemporary Swiss Architecture, Finnish Arts and Crafts, Modern Aubusson Tapestries, British Children's Art* trace trends in other countries.

Institutions wishing information on AFA Exhibitions or other services should write to Thomas M. Messer, Assistant Director in Charge of Exhibitions, at 1083 Fifth Avenue, New York.

Are You a Gloop?

An eye-catching and amusing mailing piece was used in Butler, Pennsylvania, last spring, to announce a unique outdoor workshop for Group Leaders Of Outdoor Programs. Headed by large-lettered question, "Are You A Gloop?" (with appropriate sketches), it admonished the reader to "Save three nights of your life, for the time of your life."

The workshop hours were announced as from six thirty to eight thirty, and included the following:

Wednesday, May 13—Menu planning; cooking procedures; fire building; games in the out-of-doors; campfires

Wednesday, May 20 (next night in case of rain)—Cook your dinner by aluminum foil, tin can, stick or pot; demonstrations (Scout Campcraft Area) campcraft; safety, equipment; housekeeping; star gazing (optional)

Tuesday, May 26—Nature in recreation . . . trails, walks, conservation; dramatics . . . skits, paper-bag puppets, pantomimes; ceremonial campfire.

Upon completion of the workshop, a humorous certificate was awarded, testifying to the fact that the recipient was now a Gloop.

Eisenhower Park

In July the Senate passed and sent to the White House a bill authorizing the Secretary of the Army to turn over to Texas, at "fair market value," land to be known as "Eisenhower State Park." The one hundred and sixty acres, which the Federal Government would convey by quitclaim deed, lies within the Denison Dam and Reservoir Project.

New County Program

A new county park program was established in Oregon when the Lane County Park and Recreation Department was created by action of the Lane County Court on April 29, 1953. A charter commission of eleven members was named at the same time, and the following primary duties were defined: (1) to promote, develop, and maintain a system of county parks and recreation facilities; (2) to administer, under the County Court, such park, recreation,

scenic, and historic facilities as may come under its jurisdiction, and to promote the acquisition of such sites and facilities for use by the public; and (3) to conduct a survey of the recreation, scenic, and historical resources presently available in the county, and needed in the future. Mr. Roy A. Elliott, of Eugene, has been named chairman of the commission. The park and recreation superintendent has not yet been selected.

New Facilities

A half-million dollars voted by Tacoma, Washington, citizens for new improvements to parks and playgrounds in 1952, is now being spent by the Board of Park Commissioners. Included in the program are facilities such as two \$20,000 recreation buildings on playgrounds; four wading pools, eighty by forty feet; a \$130,000 animal building at Point Defiance Zoo; a \$200,000 warm, salt water, concrete swimming pool; the development of new playgrounds and a combination service and oldsters building in Wright Park. The latter park is located down-town and is frequented by oldsters in great numbers.

Master Plan

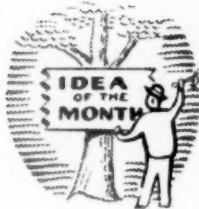
According to the June 1953 issue of *Popular Government*, published by the University of North Carolina, the Winston-Salem recreation commission has approved a long-range master plan calling for expenditures of approximately \$2,300,000 by Forsyth County over the next ten to twelve years. The plan has been included in a 135-page report prepared over the past year by recreational consultants.

Beach to be Preserved

The long struggle to preserve, unspoiled, the charm of Island Beach, a ten-mile tip of Barnegat peninsula, south of Seaside Heights and the last lengthy stretch of wild ocean beach and dune land in that area, has been capped with success. The state of New Jersey is buying the 2,200 acres for \$2,750,000 to preserve it as a combination outdoor museum, wildlife sanctuary and study center, and public recreation, fishing and bathing area, to be renamed Phipps State Park.

Adult Education

There are at present approximately 3,165,900 adults enrolled in vocational education programs sponsored by public schools; and about 3,000,000 more participate in some type of evening or outside regular scheduled classes in community colleges, evening schools, adult education centers and college extension courses.



A COMMUNITY-WIDE DOLL SHOW

NOTHING NEW on this subject? Maybe not—but have you had one recently—a real, well-planned one on a community-wide level, full of imagination as to projects and setting?

EVERYBODY loves dolls! They have a nostalgic charm that takes us back to our childhood. And a Doll Show, if it is well-organized, if it has imagination, color and human interest, will attract almost everybody in the community.

Such a show can be simple or elaborate. It can be a separate, distinct activity, such as Fayetteville, North Carolina held, or it can be tied into a doll-making program, as in Honolulu, and it can be slanted toward a special girl-mother angle, as it was in Hanford, California.

Whichever type you use, pull in all the other agencies and groups in your community. Give them special projects. Tie in with the department stores and toy shops. Find a theme. Add specialties, if you can—like storytelling, or a puppet show, a magician, a balloon tree, a doll circus, dances, and so on. Use junior and senior high school youngsters in setting up and taking down the exhibit, and in acting as guides and hostesses or hosts. Run it long enough for everyone to come—and at hours when adults are free.

And follow it up with doll-making, puppets, story dramatizations, and so on, in your everyday program.

In Fayetteville, the city-wide doll show, sponsored by the city recreation department, was held in the Sears-Roebuck Company store on February 15, from 9:30 A.M. to 9:00 P.M. It was open to all residents of Cumberland County, regardless of age. Classifications were as follows:

Rag Doll	Homemade Doll	Largest Doll
Paper Doll	Wax Doll	Smallest Doll
China Doll	Wonder Doll	Bisque Doll
Papier Mache Doll	Oldest Doll	Storybook Doll
Dolls from every country.		

The show was officially opened by the cutting of a ribbon across the entrance by Mrs. Gilmore, wife of the commanding general at Fort Bragg. She was accompanied by Mr. Joe Tally, Jr., mayor of Fayetteville, and Mr. Selwyn Orcutt,



Ribbon cutting, Fayetteville: Mrs. Gilmore, wife of Commanding General, Fort Bragg, Mayor Tally and S. Orcutt.

who is superintendent of recreation and parks.

This was the Third Annual Doll Show, and it differed from the others by having a number of planned projects in addition to the regular exhibit. These projects were the works of various community groups. The army wives group of the Lutheran Service Center, for example, constructed and entered an attractive project showing "The Old Woman Who Lived in a Shoe," and all her many children—dolls, of course!

A Girl Scout troop constructed a plywood church and wedding scene. A Brownie Troop entered an exhibit of dolls of other nations, winning first prize. Many families of servicemen entered foreign dolls. The Fort Bragg schools, city and county schools all sent exhibits. One of the most valuable and outstanding collections was entered by Mrs. Effie



This exhibit was constructed and entered by the local Army Wives Group, Lutheran Service Center.

Brydges, wife of an army officer, and consisted of an imposing array of old-fashioned china-headed dolls dressed in authentic copies of the styles of the Gay Nineties. This collection was valued at \$15,000.

Mr. Orcutt feels that including these special projects added a great deal of interest to the exhibit and he plans to include more of them next year.

In Honolulu, the Board of Public Parks and Recreation has sponsored a doll show for the last fifteen years. This year the show was built around a theme, "A Doll in Doll Land," and featured homemade dolls of all nationalities, dolls depicting fairy-tale characters, and rag dolls for cuddling.

It was the result of the doll-making classes held on the playgrounds. Creative expression was emphasized. No patterns!

The doll show was staged with unusual imagination. A doll playground, complete with a pavilion, swings, slides and stilts was a wonderful setting for the show—and emphasized recreation activities as well! A pink, blue and purple gingerbread house at the entrance not only attracted visitors but acted as a ballot box for the hotly contested spectator's choice. An ice cream cone tree added the final touch to the setting, and provided a colorful background for the display of small stocking and fabric dolls.

In Hanford, California, the recreation department was brought up short by the following letter from Leilani Von Tellrop, a ten-year old:

Dear Mr. Wallas, I was wondering about something. The only thing they have besides the tournaments for children my age is the archery. Why do you not have a doll show for the girls. I know many of the mothers say it is too tomboyish for the girls to shoot bows. My mother does too. How about the doll show.



Honolulu show staged with unusual imagination. Doll playground with pavilion, swings, slides, made perfect setting.



Ice-cream-cone tree added final touch, provided colorful background for display of small, stocking and fabric dolls.

Mr. W. H. Wallace, director, rose to the occasion, and sent Leilani his answer:

Dear Leilani: Your recreation department stands ready now and in the future, to serve the wishes of the citizens, both young and old, of Hanford. I sincerely appreciate the fine letter you have written to us and we will do our best to arrange a doll show to your liking. This letter serves as a public announcement to all doll enthusiasts in Hanford that the recreation department is sponsoring a doll show on Saturday afternoon, January, 1953. It will be held in the City Auditorium beginning at 1:00 P.M. We are planning it on this date for two reasons. One, it will enable all the new Christmas dolls to be shown. Two, it will provide the girls several days to make clothes for their new dolls.

And so the recreation department put on a very special "Doll Show and Mothers' Tea" in the City Auditorium.

Dolls were classified very simply in three major groups: small; medium; and large. Each of these had two classifications: those dolls with purchased clothes, those with clothes made by their owners. Also, a prize was awarded the best rag and stocking doll. Only one prize could be won by any one girl.

A local dance studio put on a short program during the judging. The scheduling of the afternoon ran like this:

1:00 P.M.—doors open; 1:30 P.M.—program and judging;
2:00 P.M.—Doll Parade and Mothers' Tea; 2:30 P.M.—
awarding of prizes.

A simple program, to be sure—but full of human interest. Its date gave a chance to display those Christmas dolls, and time for their owners to make new clothes for them. The mothers were featured—so mothers, and little mothers, were pleased. Comment? A recreation department has a heart.

Small Town Problems

LAST fall, when Art Todd, midwest district representative for the National Recreation Association, visited Waterloo, Iowa, he and Ray Forsberg, director of recreation, discussed the problem of reaching outlying smalltown recreation departments for the purpose of helping them with their problems. They considered the idea of inviting representatives of towns within fifty or sixty miles of Waterloo to come together for a day in the spring. Mr. Forsberg later took up the idea with his board, the mayor, chamber of commerce and others—all of whom thought it would be a good thing. The *Waterloo Courier*, daily newspaper, agreed to pay the cost of bringing in a speaker.

About a month before the date set for the conference, a letter was sent out by Dick Zellhoeffer, chairman of the Waterloo board, to mayors of forty or fifty towns inviting them to send representatives to discuss summer recreation programs. Later a similar letter was sent to 1) superintendents of schools, 2) secretaries of chambers of commerce, 3) presidents of PTA's. Duke Regnier, recreation specialist of Illinois University Extension, was invited to give the talk at the noon luncheon.

The meeting was scheduled to begin at 10:00 and to continue until 3:00 in the afternoon. Its purpose was to discuss planning, organization, financing of summer programs. It was expected that lay people interested in programs rather than leaders would attend; and it was decided that if sufficient interest was displayed, a one day workshop for playground leaders would be arranged later in the spring.

A good group, of twenty-nine people from eleven communities, showed up. Even better, however, was the genuine interest shown, the kinds of questions and problems which they presented. Craft articles from the Waterloo department, and NRA and other literature, were on display.

The following are typical of local programs described:

Oelwein has a seven-member legal recreation commission and a levy. Program runs through the summer months and consists of softball, swimming in pool, activities on two playgrounds, instrumental music instruction, crafts, typing classes, tennis instruction. A summer director, usually someone from the schools, is employed.

Hudson, population five hundred, has a midget baseball program, sponsored by the Commercial Club, craft classes

four nights a week. The Junior Womens League is building a park. They want to employ a summer supervisor.

Tripoli, population twelve hundred, has two parks—one with picnic facilities, the other more of a playground. Weekly band concerts are held.

Greene, population fifteen hundred. The Womans Club sponsors a nine-weeks playground program financed by con-



L to r: E. H. Regnier, U of Illinois; Mrs. C. Carstensen, Waverly; Mrs. J. Graven, Greene; R. G. Zellhoeffer, Waterloo.

tributions. There is tennis and golf instruction, and a story hour throughout the year. Buses take children to Charles City to swim. Handcrafts and ceramics are taught; baseball and softball is sponsored by Lions, Legion and Commercial Club.

Allison has a baseball program for boys eight to eighteen, Scouts and Y-Teen programs conducted through the schools.

Waverly is especially interested in expanding its program and in solving a number of problems. One is the establishment of a park or recreation commission.

Those present at the meeting included a superintendent of schools, several teachers, members of womens clubs, PTA's and other groups sponsoring programs. They were introduced to persons in Waterloo who could be of help to them at any time on specific problems.

The one day leadership workshop will be held in late May or early June. The group was enthusiastic. We felt that the meeting was sufficiently worthwhile to make it an annual event and to encourage recreation departments in other cities to sponsor similar meetings with NRA assistance.

Milwaukee TRAINS Its Players



TO PRODUCE a play demands the employment of all arts and this is truly realized by the Milwaukee Players of the Milwaukee Department of Municipal Recreation. Herein lies the foundation upon which their School of Drama rests. The school itself is quite unique in a nation of community theatres. An air of seriousness pervades it—a seriousness which should accompany the successful undertaking of any avocation. We believe, as members of the Milwaukee Players, that the training of people in little theatre today is sorely lacking. We admit that ours might not be the only method—but we can testify to the fact that ours is an old method which has survived and which has met all of our needs. We are willing to go along with Bernard Shaw in his preface to *The Dark Lady of the Sonnets*:

It is by exhausting all the hypotheses that we reach the verifiable one; and after all the wrong road always leads somewhere.

The first premise one must accept when working with a beginner is that, within this neophyte, there lurks some God-given talent—however crude or unpolished it may be. Otherwise the neophyte cannot be dealt with as a potential artist. Assuming this natural ability, the first premise flows into a second—the necessity of shaping and polishing the gem. An abundance of little theatres seem to ignore this second item and thus they are unable to arrive syllogistically at the finished product, acceptable actors and actresses. Within this abundance there is often evidenced complete satisfaction with the uncultured prod-

From an article which appeared in the *Wisconsin Idea Theater Quarterly*. Mr. Pitman, as a member of the Milwaukee Players, has attended the School of Drama.

Robert G. Pitman

uct; but logic demands that art be regulated, pruned, shaped here, enlarged there and molded symmetrically everywhere. A pianist who plays "by ear" might be termed clever, but being of sane mind he would never venture on a concert stage to perform Franck's *Symphonic Variations*—unless he were a genius! And there are few, if any, geniuses in little theatre.

Thus members of the School of Drama, with these premises in mind, become more convinced yearly of the necessity of this procedure as a method to aid those little-theatre aspirants who are unable to receive training in theatrical arts elsewhere. Also this procedure professes an underlying faith in the fight to alleviate "amateur theatricals" of unfavorable connotations. An uncut gem cannot be sold to a buying public; and the Milwaukee Players have been aware of this for twenty seasons.

Under the guidance of Robert E. Freidel, supervisor of drama and music in the Department of Municipal Recreation, the School of Drama was founded in 1932. Since that time, its course of study has remained essentially unchanged—which attests to its success.

Anyone in the city of Milwaukee who has either reached the age of eighteen or has been graduated from high school is eligible to enter the School of Drama. Admittance is gained by the potential student's being cast in a Milwaukee Players' production. Once cast, the potential student becomes an apprentice and from that time on his training progresses. At an initial meeting the new

apprentice is acquainted with the nature of the various classes and the point system—the two factors which set him on his way to becoming a Milwaukee Player.

From mid-September to mid-June the classes are held every Wednesday evening at the Jackson Street Social Center and the Wisconsin Avenue Social Center, both centrally located in downtown Milwaukee. Between 7:30 p.m. and approximately 10 p.m., the apprentice attends courses given in voice and diction, bodily movement and acting. The spheres or ranges of these courses are extensive to the point of permitting the treatment of all aspects of theatre arts.

The School of Drama is conducted by Mr. Freidel and his two assistants, Otto DiDio, director of the Milwaukee Light Opera Chorus and instructor in voice and diction, and Gwendolyn Hall, instructor in the dance. As director of Milwaukee Players' productions, Mr. Freidel works in close coordination with his assistants, affirming again his belief in the universality of the arts by including the study of music and the dance with that of drama.

The material treated within the courses usually depends upon the production in rehearsal at the time. For instance, when the yearly Shakespearean tragedy is in progress, Mr. DiDio concentrates his classes on Elizabethan music while Mrs. Hall devotes her time to related dances of the period. What is then dealt with in these classes is often incorporated into the production itself.

The Milwaukee Department of Municipal Recreation places emphasis upon recreation for all citizens. If enough people want to pursue a certain activity, it is always ready to supply trained leadership and facilities. Drama has long been sponsored as worthwhile, and Mr. Pitman describes this activity as it is conducted by the department.

Classes in voice and diction are not composed of isolated theory. There is a constant emphasis on projection, audibility, intelligibility and, under the direction of Mr. Freidel, interpretation which generally takes the form of theatre readings with class criticism. According to Mr. DiDio, the best methods of developing the voice and clarifying the diction (while still retaining a naturalness of speech) is through group singing and group reading.

Proper body-movement can best be achieved by the dance in its various forms. The classes in the dance include all phases of movement, the ultimate goal being an attempt to free the body. Eurhythmics are often employed in these classes and the emphasis here rests on gesturing, walking and, in general, on complete coordination.

Acting courses contain no pretense of trying to teach the apprentice *how* to act. An artist cannot be taught his art—but only how to function in it. Thus the purpose of these classes is to instruct the apprentice in "how to act *properly*," to develop along proper lines what talent might be inherent in an individual. This includes theatre readings (with class criticism), theatrical traditions, stage deportment and discipline, dramatic standards, techniques and styles, and a history of the theatre.

With these three substantial courses there is mixed in, now and then, the allied theatrical arts of make-up, fencing and the reading of dramatic literature. Within the realm of make-up, the types stressed are straight old age and character, with an emphasis being placed on beards for men and hair-dos for women. Not only does fencing, along with the dance, improve bodily movement but, with the abundance of classical presentations yearly—particularly the traditional Shakespearean productions—fencing is a necessity for the sake of reality and audience acceptance.

Although the importance of reading dramatic literature is constantly emphasized, there is a basic required reading list, now and then subject to change. This basic list, it is hoped, will encourage the apprentice to develop the habit of reading within his own genre. The list includes:

A history of the theatre (almost any is acceptable)

An Actor Prepares—Constantin Stanislavski

Beyond the Horizon—Eugene O'Neill

The Fabulous Invalid—Kaufman and Hart

The American Way—Kaufman and Hart

Our Town—Thornton Wilder

Abraham Lincoln in Illinois—Robert Sherwood

School for Scandal—Richard Sheridan

Gammer Gurton's Needle—Colin Clements

The Importance of Being Earnest—Oscar Wilde

No attempt is made to claim that this list is a comprehensive survey. The reason for the selection goes deeper. The habit of reading dramatic literature must be one of slow acquirement. It has been found that an immediate emphasis on, for example, Greek or Elizabethan drama has frightened many a potential actor away. All such developments must be made cautiously and patiently.

The Milwaukee Players have no place for a "star" or "prima donna." They attempt, insofar as is practical, to follow the repertory system which thereby enables the essential actor to experience and utilize the related arts of theatre. Thus all apprentices must devote a certain amount of time to working on sets, props, costumes, ushering, ticket-taking and ticket-selling.

When the schedule of plays is not so heavy, workshop productions—generally taking the form of three- or four-page sides—are rehearsed under the direction of long-standing Milwaukee Players, thus giving the latter an opportunity to develop for themselves another phase of the drama.

PROGRAM

All of the above is eventually materialized for the apprentice by a point system which, when achieved, automatically makes the student a Milwaukee Player.

The Point System

For Acting

Major Productions

15 points—major role

8 points—minor role

4 points—bit role

2 points—walk-on

Workshop Productions

5 points—major role

3 points—minor role

For Classes Attended

1 point for each completed evening session

For House Work

1 point for ushering, ticket-taking and ticket-selling

For Make-up

10 points for make-up in general (straight, old age, character, hair-dos and beards, final exam)

Reading

5 points for reading of all required books

Selling Tickets

1 point for every ten tickets sold per production

The last requisite, selling tickets, is quite obvious. The would-be actor is constantly made aware of the necessity of an essential—the audience. And encouragement is given to him to develop his own "following."

When all the required points are totaled, the apprentice will have received:

50 points for acting

25 points for classes attended

5 points for working in the house

10 points for make-up

5 points for required reading

10 points for working backstage

10 points for selling tickets

35 optional points which can be obtained by applying an excess of points for any of the above.

Thus the total required to become a Milwaukee Player is 150 points.

It generally takes an apprentice about one year to complete his requirements. Few are able to pass the final exams in

a shorter period. Hard-work, determination, concentration and perseverance are the cardinal virtues in any apprentice's progress. The trial-test period of the apprentice presents the director with an excellent opportunity to gauge and estimate the ability and interest of the potential Milwaukee Player.

Approximately thirty-five apprentices are admitted to the Milwaukee Players' School of Drama each year. It is felt that any larger number would defeat the personal attention given to each student. In all cases, anyone desiring to become a player must undergo this training period, regardless of previous training and experience. The school is primarily one for neophytes in the theatre. Exceptions to the rule would introduce the difficult problem of determining just where an experienced person could gain admittance automatically to the players and where he would have to take the required courses. Notwithstanding these possible exceptions, the Milwaukee Players demand that all those interested in becoming a part of the organization must first of all submit to a period of apprenticeship. In fact, experienced actors who have managed to survive the "basic training" have admitted that such initial courses often refresh in their minds essential principles so often lost sight of by one who has progressed in his art. On the side of encouragement, an experienced actor might very well shorten his apprenticeship with his already-gained knowledge of theatre. But let it be plainly understood that the apprenticeship in no way impairs any actor's opportunity of attaining any role in a production. Try-outs for Milwaukee Players' productions are open to all Milwaukeeans. Many times it has happened that apprentices have been cast in leading roles.

Mr. Freidel is fully convinced that only through this thorough and basic concentration on the arts within the School of Drama has he been able to produce and direct the great classics of theatre—productions that other little theatres have generally sidestepped because of a lack of confidence and willingness to experiment. It has become a tradition for the Milwaukee Players to place an emphasis on the classics—or as one local actor stated: "Any drama

club can perform the run-of-the-mill 'Dear Ruth's' but it takes a group like the Milwaukee Players to present successfully a classic." The major production each year is either a Shakespearean tragedy or history and, if the time and opportunity are available, a Shakespearean comedy or romantic fantasy is offered during the summer.

The Milwaukee Players were organized in 1931 with eleven members selected as the outstanding actors in the city's various social centers and, to date, they have given 166 plays, with 511 performances. Seventeen of these plays have been Shakespeare's—with forty-one individual productions throughout the past twenty years. Others have been drama, such as *The Joyous Season*, *Mary of Scotland*, *Our Town*, *Fashion*, *Arms and the Man*, *The Barretts of Wimpole Street*, *Swan Song*, *The Skin of Our Teeth*, *You Touched Me*, *This Happy Breed*, *Candida*, *Camille*, *Theatre*, *The Man Who Came To Dinner*, *A Phoenix Too Frequent*, *No Exit*, *Mourning Becomes Electra*, *Dark of the Moon*, *Cyrano de Bergerac*, *Liliom*, *Finian's Rainbow*, and *Brigadoon*. The 1952-53 season will give the reader a cross-section of the variety and dramatic worth contained within each year's schedule: *The Madwoman of Chaillot*, *Bloomer Girl*, *Blood Wedding*, *The Tempest*, *Song of Norway*, and *The Grass Harp*.

Concerning the training program, its importance might easily be attested to by the remarks of two prominent Milwaukee Players who themselves have gone through the dramatic mill. Robert Graw, at present vice-president of the Players' organization, contends that: "When the production at hand is coupled with the work done in the classes, the production as a whole immeasurably benefits. There is a certain spirit prevailing about the theatre. One might even go so far as to say that, during the rehearsals of a Shakespearean show, a notable Elizabethan attitude is engendered—a spark that has been aided towards its dramatic conflagration by the music and dance of the period demonstrated in the classes. The actors constantly find themselves in an anachronistic milieu, even when not in actual rehearsal."

Dorothy Voskobonik, secretary of the

organization, believes that the great value of the School of Drama lies in "... the discipline it develops in each actor. You seldom find actors playing on various levels in Milwaukee Players' productions. They have by this time learned to coordinate the virtues of a good show. They have learned to develop discipline and perseverance, not only in theatre but also in their daily lives."

But perhaps the words of the director himself will conclusively show, at least for the needs of the Milwaukee Players, that what has been in operation during the past eighteen years is a necessity and will, therefore, continue as long as he is director—or as long as there remain those who feel that community theatre is essential to local art and must be developed properly. Mr. Freidel says, "The apprentice, by his attendance at classes, knows shortly what to expect of the director, and by observation I quickly learn what I can expect from him, both in ability and in cooperation. Theatre isn't only acting, it is all art combined and disciplined to effect as perfect a creation as is humanly possible. Thus all sides must pull together and in the same direction. Our direction is established in our training program."

The Milwaukee Players are but one phase of a program in drama, music and dance sponsored by the Milwaukee Department of Municipal Recreation. Creative dramatics, Children's Theatre, a ballet group, the Milwaukee Light Opera Company, are other activities based on this same philosophy of the integration of all the arts into theatrical activity. In the summertime the children are given this same program through the Trouping Playground Trailer Theatre, a Trouping Puppet Show, and Travelling Storytellers.

ONE POLE - TWO FLAGS

Schools, playgrounds and organizations having only one flag pole have had a difficult problem in flying the UN flag. This was eliminated with little expense by a committee in Westfield, New Jersey. For details write to Mrs. T. R. Rossiter, 536 Forest Avenue, Westfield, New Jersey.

Recipes for Fun

Flashlight Lanterns

The construction of lanterns, to be used in parades, pageants, and caroling excursions, for years has been a popular handicraft project for youngsters in recreation centers. The lanterns produced have ranged from the simplest of paper or cardboard boxes to the elaborate hammered tin and cut-out sheet metal affairs; and the majority of them depended upon candles for their light.

The lanterns described here are basic types, easily and quickly constructed, using flashlights for illumination. They are safe, practical, dependable—there is no danger of their causing burns or fires, the lights are not affected by gusts of wind or dampness, they can be quickly and safely turned on or off, and they permit a wide choice in construction materials and design.

Materials

Lantern frames may be made from cardboard or heavy paper, boxes (shoe boxes, cottage cheese cartons, ice-cream cartons, cereal or salt baths), oddly shaped cosmetic packages—such as those which contain board, coat-hanger wire, or chicken wire.

Transparent covering or inserts may be made of plastic material, colored tissue paper, gift wrapping paper, holiday card envelope lining paper, crayoned or oiled wrapping paper, construction paper, crepe paper, parchment, cellophane or silk or sheer cloth.

Other interesting lanterns may be made from large glass jars, tin cans, or paper bags.

In making flashlight lanterns:

1. Plan the lantern around the flashlight to be used with it.
2. The switch to turn the light on and off must be accessible—if it is inside the lantern, make a hinged panel, flap, or cut-out so it can be reached and operated easily.
3. The lantern frame should be securely attached to the flashlight.
4. For most lanterns plan the design on paper first, and then transfer the pattern to the container, cardboard, or paper which is to be used.
5. Carefully plan the areas to be cut out, as they are the only places that the light will shine through.
6. Use a sharp pocket knife, razor blade, or special carving knife to get a good clean-cut edge on cut out areas.

Attaching Lanterns to Flashlights

There are many different methods which can be used to attach the lantern frames to the flashlights. The methods shown in the illustration are:

Flashlight Lanterns

J—Decorate a thin paper bag by painting, crayoning, or pasting on cutouts of colored paper.

K—Cut out the design in a heavy paper bag and paste colored transparent paper behind each of the cut out areas.

Lanterns Made From Boxes, Jars, Cans (shown in illustration):

A—Cut out the background (shaded) areas on the sides and top of a cosmetic box. Paste transparent decorative paper—gift wrapping, tissue, oiled marbled paper, cellophane, and so forth—on the inside of the box.

B—Cut out the background (shaded) areas on the side of the box, leaving the figures in solid silhouette. Paste a piece of plain colored, transparent cloth or paper on the inside of each side.

C—Use a wide strip of cardboard, folded to fit the case of a box flashlight, for the sides of the lantern. Cut a piece of light paper for the front, allowing a half-inch margin all around it for pasting it to the frame. Paint or crayon a design on it and paste it in place.

D—Cut out the parts of the design as in a stencil, leaving the background in. Paste a piece of transparent paper, in the desired color, behind each small cut out area.

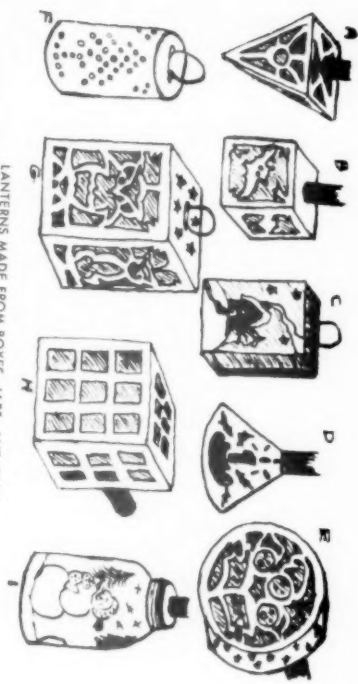
E—Cut out sections of the design, leaving the outline solid. Cut figures from transparent paper in appropriate colors—slightly larger than the cut out areas to allow for pasting—add details with India ink and paste them in place.

F—With a nail or awl, punch small holes to form a design in a tin can inside of the lantern if desired.

G—Make the design in the same manner as in E. Cut one piece of transparent paper to fit each side, and one for the top. Paste them in place inside the lantern.

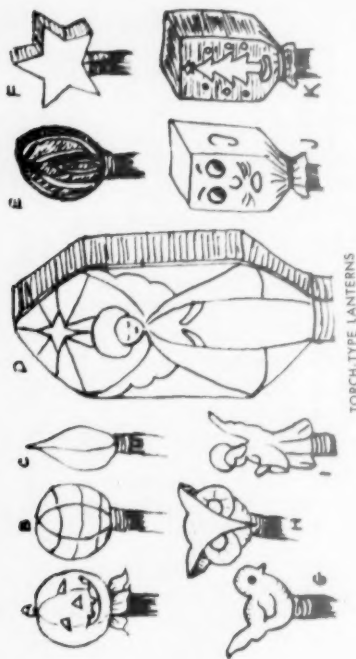
H—Cut out square areas and paste a plain colored or a decorated piece of paper—some attractive ones may be cut from holiday gift wrapping paper—in each one.

I—For a glass jar lantern, draw the design on a piece of paper the size of the jar's circumference. Place the paper inside the jar, with the design side outward, to serve as a painting guide. Paint the design on the outside of the jar with enamel or transparent lacquer.



LANTERNS MADE FROM BOXES, JARS, AND CANS





TORCH-TYPE LANTERNS

of the bag around the body of the flash light and tape, wire, or tie it in place.

J—Keep a cone-shaped lantern, cut from a half-circle of cardboard or heavy paper, in place by fastening it together—around the head of the flashlight—with paper fasteners.

Torch-type lanterns (shown in illustration):

A—Cut two pieces of wire, shape them into circles. Cross and fasten them together at the top, and bend the bottom ends down for attaching to flashlight. Cover the frame with crepe paper and paste on features of heavy black paper.

B—Make lantern frame of three circles of wire. Fasten three horizontal wires around these to form a ball. Tape a piece of crepe paper of a different color in each section.

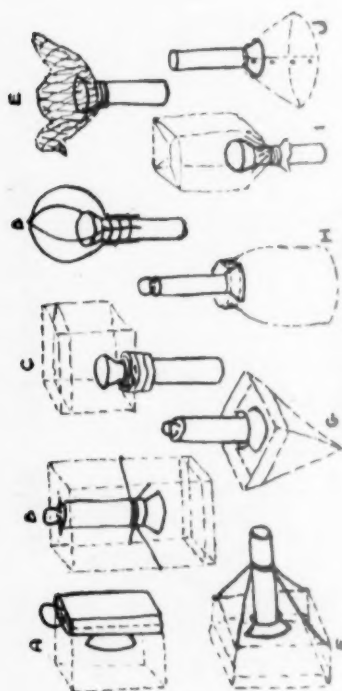
C—Make a frame of two pieces of wire shaped to resemble a flame, and cover it with crepe paper.

D—Cut two pieces of white paper (onionskin or similar weight) or plastic material for the front and back sections of the lantern, allowing a half-inch margin around the edges for pasting. Color the design. Shape two pieces of wire to fit around the front and back pieces. Cut a piece of paper (about four inches wide and as long as the wires). Bend and tape one side edge of the strip of paper to one wire, the other edge to the other wire. Paste the front and back sections to this frame.

E—Cut two ovals of cardboard for the front and back of lantern. Cut out the design and paste transparent colored paper in the cut out areas. Cut a strip of corrugated cardboard and, as in D, attach it to the front and back sections.

F—Cut two stars from colored construction paper. Cut ten pieces of cardboard, the length of one side of a star point and the width of the diameter of the flashlight head. Tape the ten pieces together to form a star frame. Tape one of the paper stars to each side of the frame.

G-H-I—Model figures from chicken wire for the frames of these lanterns. Paste stretched crepe paper to the frames.



ATTACHING LANTERNS TO FLASHLIGHTS

A—Using a box-type flashlight, make a box frame of cardboard or heavy paper the same size, in length and width, as the flashlight. Attach this to the flashlight with adhesive or friction tape after the lantern design has been completed.

B—Cut a slit, large enough to slip the carrying ring of a flashlight through, in one end of a cardboard box or carton. After the lantern shade has been completed, insert the flashlight from the open bottom of it, pushing the ring out through the slit made in the top. Fasten the flashlight securely in place by attaching a wire from each side of the box to the body of the flashlight. Tape the bottom of the lantern in place. (Be sure to leave a flap or hole in the side of the lantern nearest the light switch to facilitate turning it off and on.)

C—Cut a round hole, the diameter of the body of the flashlight to be used, in the bottom of a box or carton. After lantern design has been completed, insert the flashlight through the box top opening until the body of the light extends on the outside of the lantern with the head remaining inside. Wrap several thicknesses of friction tape around the flashlight, just below the head, outside of the lantern, to hold it in place.

D—Form a frame for the lantern from coat hanger wire. Twist or wire the pieces together at the top and wire or tape the bottom ends securely to the flashlight just below the head.

E—Model a simple figure from fine-mesh chicken wire. Pull the wire ends together around the flashlight and fasten them in place with friction tape or wire.

F—Cut a round hole, for the flashlight, in the bottom of a box. Finish lantern design, insert flashlight with head inside the box. Attach wires from each corner of the box bottom to the flashlight handle. Tape box cover in place.

G—Fold cardboard into pyramid shape, or use one of the interestingly shaped cosmetic boxes. Cut a round hole in the cover. Cut out and finish design. Insert flashlight and tape cover in place.

H—Cut a round hole in the tin screwtop cover of a large mayonnaise or mason jar. Put flashlight through the hole, with the head inside, and screw the cover tightly into place.

I—Put the head-end of flashlight inside a paper bag; fold the open end

How To Do It! *by Frank A. Staples*

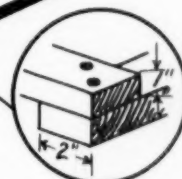
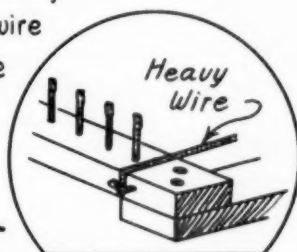
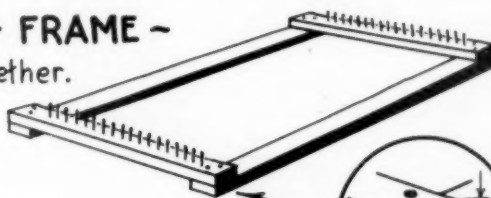
WEAVE A TWIST-BRAID RUG.

Materials needed -

Cloth, Denim, Wood, Wire, Nails, Hammer, Scissors, Needle, Thread.

TO BUILD THE WEAVING FRAME -

1. Nail four pieces of soft wood together.
2. Place $1\frac{1}{2}$ " finish nails $\frac{3}{4}$ " apart in a row on each end of frame. Drive nails in about half way.
3. Fasten a tightly drawn wire from end to end of the frame on both ends of the row of nails.



TO PREPARE CLOTH -

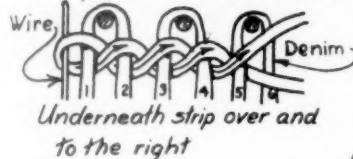
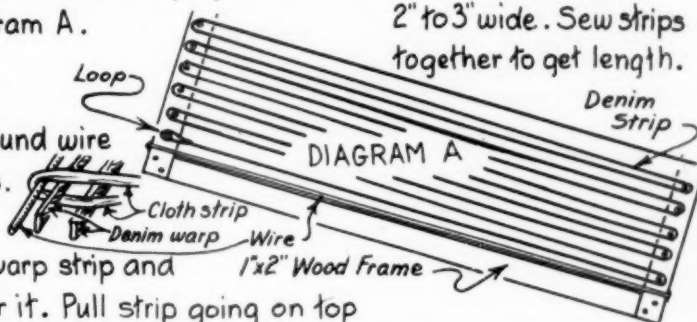
1. Tear cloth into strips 1" to 3" wide and about 36" long.
2. Tear denim into strips 2" to 3" wide. Sew strips together to get length.

TO WARP LOOM -

1. Sew loop on end of denim strip.
2. Attach loop to outside nail and warp up loom as shown in Diagram A.

TO WEAVE -

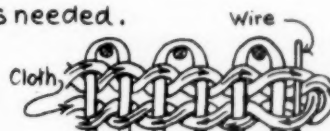
1. Loop cloth strip around wire and first warp strip.
2. Take underneath end over second warp strip and top cloth end under it. Pull strip going on top towards the right and strip going under denim strip towards the left. Continue weaving cloth strips over and under denim strips until all denim strips are covered. Sew additional cloth strips on as needed.



Underneath strip over and to the right

NOTE: When weaving is finished tie the two cloth ends around outside denim strip in a square knot.

Lift denim loops off nails.



Method of turning at end of the row.

Weave towards you - nail ends of frame on right and left sides - turn loom each row.

People and Events

Youth Workshop

For the third year, the Oakland Recreation Department, along with the Alameda County Committee on Youth, sponsored a Youth Workshop at the local deFremery Recreation Center. The workshop was in the form of three Wednesday evening discussions and a weekend workshop. Discussions focused upon: *Health*—narcotics, social diseases and unwed mothers; *Community Life*—youths' community responsibilities and phases of their social, recreation and religious lives; *Parents*—better understanding of parents and by parents; *Education*—schools, counseling, curriculum; *Law Enforcement*—understanding police officers, their duties, and those of the juvenile detail; *Jobs*—preparation, opportunities and experience; and *Youth Themselves*—responsibility to self and to others.

Members of eight youth clubs handled registration, program planning, selection of adult speakers and discussion leaders, hospitality, conference findings, and general arrangements. Representatives from youth groups, civic clubs, councils, schools and PTA organizations took part in the forums.

A copy of the conference findings and conclusions is available to other recreation departments and may be secured by writing to Mrs. Alta Bunker, Oakland Recreation Department, Municipal Auditorium, 21 Twelfth Street, Oakland 7, California.

Coming Events

October 4-8—Public Personnel Administration Annual Conference, Los Angeles.

October 12-17—National Conference of State Parks will be held at Georgia Veterans Memorial State Park, Cordele, Georgia. Address Harlean James, Executive Secretary, 901 Union Trust Building, Washington 5, D. C.

October 19-23—The 41st National Safety Congress is to be held in Chicago.

October 24—Fourth Annual Interna-

tional Square Dance Festival will take place in Chicago.

November 2—11th Annual Governor's Conference on Recreation in Montpelier, Vermont.

Fall Meetings

October 14-16—Georgia Recreation Society at Radium Springs, Albany.

October 25-28—Alabama Recreation Society at Birmingham.

November 3-6—Illinois Recreation Association Annual Conference at Chicago.

Recent Appointments

Gladys Cohen, recreation assistant, Stuyvesant Town, New York, New York; *Joan Cumerton*, girls' worker, Smith Memorial Playgrounds, Philadelphia, Pennsylvania; *Mathew Dolan*, superintendent of recreation, Pelham, New York; *Robert H. Dombro*, program director, Nicetown Boys' and Girls' Club, Philadelphia, Pennsylvania; *Marcia Feinberg*, arts and crafts specialist, Army Service Clubs, First Army, Governor's Island, New York; *James F. Fearon*, superintendent of recreation, Swanton, Vermont; *William S. Fearn*, neighborhood center director, Green Bay, Wisconsin; *Kathleen Greenbaum*, assistant director, Army Service Club, Fort Banks, Massachusetts; *Barbara Holmberg*, senior recreation leader, Baltimore, Maryland; *Billy Johnson*, director of Negro recreation, Enfield, North Carolina; *Joseph R. Juliana*, superintendent of recreation, Ukiah, California; *Herbert W. Mack*, director of recreation therapies, Maryland State Mental Hospital, Baltimore, Maryland; *Mrs. Herbert W. Mack*, psychiatric social worker, Maryland State Mental Hospital, Baltimore, Maryland; *Warren Pfost*, director of recreation, Presbyterian Church, Johnstown, Pennsylvania; *Mary Polkosnik*, recreation worker, Thoracic Hospital, Brooklyn, New York; *Ruth Raynor*, headworker, Neighborhood House of the Women's Educational and Industrial Union, Au-

burn, New York; *Marianne Rice*, girls' worker, Brattleboro, Vermont; *Julia J. Root*, recreation program specialist, Yuma, Arizona; *Richard Salmon*, superintendent of recreation, Petersburg, Virginia; *Jack Sittman*, superintendent of recreation, Sunbury, Pennsylvania; *Mary E. Sullivan*, arts and crafts specialist, Army Service Clubs, First Army, Governor's Island, New York; *Ruth Sylvester*, superintendent of recreation, Auburn, Maine; *Gloria Toland*, assistant recreation director, Brattleboro Retreat, Brattleboro, Vermont; *Hanford B. Trent*, superintendent of recreation, Las Vegas, Nevada; *James R. Wagner*, community center director, Grosse Ile, Michigan; *Richard Walker*, assistant superintendent of recreation, Lafayette, Louisiana; and *Billy L. Woods*, superintendent of recreation, Independence, Kansas.

Retired

Raymond L. Quigley, superintendent of playgrounds and recreation in Fresno, California, retired in August after thirty-nine years of fruitful service.

Mr. Quigley was born in Princeton, Illinois, in 1885, and entered the University of Chicago in 1905, where he worked his way through as playground director of Russel Square and Bessmer Park in South Chicago. In 1914, he became superintendent of playgrounds and recreation in Fresno and immediately took the lead in establishing the first softball league in the United States. He was among the first to institute special activities and international festivals as regular playground features.

These accomplishments and many others have earned for Raymond Quigley the affectionate title, "Mr. Playground of Fresno," bestowed by the city's grateful citizens.

John R. Batchelor

It is with deep regret that we write of the passing of John R. Batchelor, General Superintendent, Coachella Valley Recreation, Park and Parkway District, California. Born in Scotland, educated in New York, Mr. Batchelor gave many years to service in the recreation movement and was a field representative for the National Recreation Association for twenty years. His many fine contributions to recreation will be long remembered.

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If you are planning to move, notify us at least thirty days before the date of the issue with which it is to take effect, if possible, in order to receive your magazines without interruption. Send both your old and new addresses by letter, card or post office form 22S to:

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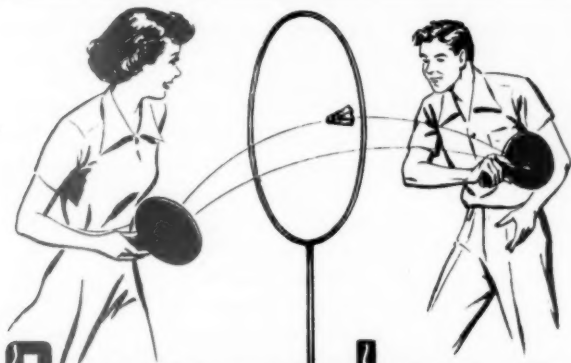
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Planning Elementary School Buildings

George D. Butler



THE RECENTLY published book, *Planning Elementary School Buildings*,* deals with a subject of interest to every American citizen. This is true because of the importance of our children's education and because every residential neighborhood has or should have its elementary school. This volume, profusely illustrated with some two hundred and fifty photographs of schools in action as well as with valuable tables, charts and diagrams, deserves careful study by architects, builders, school officials and parents of young children. We are describing, herewith, some of its features because they have special significance and interest for recreation authorities and professional and lay leaders in the field of community recreation.

The authors, who are widely known as consultants with long experience in the field of education, have sought to help their readers visualize the elementary schools that should be serving our communities. They refer to a new and distinctly American type of school. "Children find this school a happy place in which to be and to grow. Parents enjoy working in it and studying the problems of growing children."

These characteristics of the modern elementary school are pointed up throughout the volume. The photographs of modern schools in action show children and teachers doing things together and adults making use of the school facilities. The significance of play-centered activities in the elementary school program is given in the com-

ments accompanying many of the pictures. For example:

To a cynic, a rhythm band is noise. To children, it is an early stage in the steady progression to skill in music, appreciation of great symphonies, and enrichment of living.

When the music plays, feet start to fly.

Playing house in the home corner involves a real breakfast.

Children love to use water. A well-equipped classroom must have ready access to water. Here, with the aid of a good teacher, from play may develop interest and study of canals, tug boats, and so forth.

Tools and wood combine in inexpert hands to become a major enterprise.

The school goes outdoors frequently. The science of gardening and the concept of growth are learned in the field.

Hamsters are standard equipment in classrooms.

When it's time to go home, children have had a full and happy day.

* * * *

The section entitled "Classrooms" describes typical activities in modern education including, among others, growing plants, cooking, playing house, using records, art, hobbies, music, dancing, sewing, making models, caring for animals and fish, collecting, and puppetry. Re-creating community enterprises and long-term projects involving the preceding activities are also described. For each area of interest the authors present a list of typical activities and facilities needed for conducting it successfully. Many of these suggestions are just as useful for the playground or club leader as for the teacher.

Elsewhere are described, with appropriate drawings and photographs, the essential facilities for conducting activities in the classroom. Among these types are facilities for the library, for dramatics, for arts and crafts, for music and the handworking area, as well as service features. Specialized educational spaces include the school library, the assembly and community room, the playroom and the multi-purpose room, all of which could serve recreational as well as educational uses. Specific suggestions for the location, design, equipment and uses of these rooms have great value for recreation leaders. The section on "Out-of-Door Educational Areas and Site Planning" contains a brief carefully selected presentation of recognized principles underlying the design and development of outdoor play areas.

In presenting the concept that the school site should be developed for all phases of the school program, the authors believe that no sharp line should be drawn between educational and play activities. They also recognize that the school plant should be designed for community use. "Many schools are opening their grounds for recreational and play purposes. Supervised recreation after school hours, in the evening, and during school vacations will steadily increase. The strength of such programs, where organized, suggests that the trend toward year-round and twelve-hour to fourteen-hour-a-day use is advanced and will become reasonably widespread."

The problem of use of school properties by municipal agencies for community recreation programs is also discussed and the advantages of such use are pointed out. The authors recognize the administrative problems presented by joint operation, but conclude that, "Where there is a will toward cooperation on the part of both school and recreational agency, the plan works. Where the facilities have been planned to reduce the conflicts that might arise, a major step to achieve cooperative action has been taken."

To facilitate cooperative use with municipal agencies the authors offer the following suggestions: "Planning for joint use will include proper and separate storage for equipment and supplies, common planning to meet program

* By N. L. Engelhardt, N. L. Engelhardt, Jr., and Stanton Leggett. F. W. Dodge Corporation, New York. Price \$12.50.

MR. BUTLER is director of research for the National Recreation Association.

needs, provision of toilet facilities so that the school building need not be opened, and selection of equipment and finishes to withstand the exceptional amount of wear. The other administrative problems can be handled with more chance of success if the building and grounds have been planned well for joint use."

In the section, "Community Use of School Buildings," it is stated that there is no section of the country in which the community-school idea could not be advanced. "The school belongs to the people. It cannot be an institution isolated from the community and utilized only for the daily sessions of elementary boys and girls, but should be available for wider use during the school week and for extensive use during the vacation periods. Every school should open its doors after the elementary school day has ended and keep them open to serve other community needs that find expression."

The importance of planning school buildings to serve wider uses is stressed in the volume, which is filled with practical suggestions for accomplishing this end. Of special significance for recreation authorities is the recognition of the

importance of cooperative planning of areas and facilities intended for recreation use by both school and community groups. The authors state, "Frequently, the greatest advantages can be secured if school sites are selected adjacent to sites intended for park or recreation purposes. The planning of the playground and out-of-door activities can then be done jointly, and the arrangement for use and administration of the facilities can be worked out between the agencies concerned."

"School playgrounds assigned during the school day to the regularized educational program ought to be available for use after school hours, on week-ends, and during vacation periods, for general community use. The playgrounds of the recreation commission or the park department should likewise be open to school use during the day-time and continue to serve its additional clientele on other occasions."

"Joint planning and joint use of playgrounds (as well as such other facilities as toilet and dressing rooms, instructors' quarters and indoor play areas) will contribute much to community satisfactions and certainly reduce capital outlay costs in the long-range plan."

Other sections of special interest and value to recreation workers deal with facilities for children's organizations, storage spaces, sanitary and communication facilities, space for group-activity rooms and construction materials. Much of this information is as applicable to recreation buildings as to schools and is particularly useful in relation to recreation rooms used by children of elementary school age. The section, "Surveys and Site Selection," describes procedures for conducting a community survey, appraising existing properties, developing a long-range building program and selecting sites.

Planning Elementary School Buildings deserves a place in every recreation and park department library because of its fund of information of direct and practical value. Of equal importance, it can be used to advantage in enlisting or extending the cooperation of school officials in the use of school properties for community recreation, for they will readily acknowledge the experience of the authors and the validity of their views. Recreation authorities would do well to make sure that local school officials are familiar with this excellent volume.

UNICEF Greeting Cards . . .

• A dramatic and unusual series of holiday greeting cards will be offered by UNICEF (the United Nations International Children's Emergency Fund) this coming season. The Women's Committee to Support the United Nations (WUUN) will again be engaged with UNICEF in the promotion of sales. Last year over a million cards were sold for the benefit of this United Nations organization in a joint undertaking, and plans call for a much greater turnover in 1953.

With its appeal based on the "universality of children," the theme of the new UNICEF cards will be "Games Around

the World." A box of ten cards, two each of the five designs, will sell for one dollar.

The cards have been executed by the famous English team of Jan Lewitt and George Him, who were asked to contribute them to the Children's Fund because of their great artistic prowess and their ability to express the movement and great energy of children.

The 1953 official United Nations card, a flaming torch in brilliant blue and yellow, has been contributed to the Children's Fund by world-renowned Henri Matisse. The great master has symbolized the United Nations ideal in

the structure of the flame—yellow for the fire which purifies and illumines, deep blue for the core which stands for steadfastness and sincerity.

A brochure illustrating the designs and containing an order blank for the cards is ready. Write to the UNICEF Greeting Card Fund, United Nations, N. Y., to be placed on the mailing list.

UNICEF Halloween Project

This is the third year of this project, which has grown by leaps and bounds since it was started by church groups in 1951. It represents the good-will of countless children and parents for the less fortunate youngsters of the world. Complete project kits are available for one dollar from Trick or Treats, U. S. Committee for UNICEF, United Nations ICEF, New York, New York.

Personalities I Have Met

William G. Vinal

Stanton H. King

HE THOUGHT a sailor's life was the only life worth living.

One of twenty-nine children, Stanton King was born in about 1868, in the Barbados. When twelve years old he left home and went to sea. His mother asked the captain to make the voyage as disagreeable as possible, hoping that the boy would have enough of a sailor's life. Stanton slept on the spare mainsail and underwent the misery of seasickness. In a wind squall he had to climb to the topmast rigging. He made three trips from Bermuda to New York as a cabin boy. He washed dishes, was taken on as a cook's helper, and was not fourteen when he was made cook. As a stowaway he tramped the New York streets like a homeless dog. He knew what it meant to be court-martialed to the "brig" for thirty days on bread and water and the loss of a month's pay. But instead of becoming sick of the sea he learned to master it.

One Sunday afternoon aboard, then

"CAP'N BILL," author of *OUTDOOR SCHOOLROOM FOR OUTDOOR LIVING*, is Professor Emeritus, University of Massachusetts. He is responsible for many other writings, and his sketch of Father Link appeared in *RECREATION*, May 1953. Nature topics are his specialty.

"bo's'n's mate," he heard the hymns of his youth, and thereupon decided to be what his mother would have him be. This story is told in *Dog-Watches at Sea*. The author is Stanton H. King.

When I first met Mr. King he was superintendent of Sailors' Haven, Charlestown, Massachusetts. Each summer he would literally pick up twenty-five waifs from the streets of Charlestown and spend eight full days with them in a sail loft in Provincetown, on the tip of Cape Cod. This one room was dormitory, galley, and game room. They hung hammocks at night. In King's own language, they had to flatten down the sheets and keep her close hauled. Each summer, when the wind was a bit abaft the beam, Stanton King and Dan Harvey would bring the whole crew to spend the day at Camp Chequesset, a nautical camp for girls. This was one of the big events of the summer.

The girl campers were from the other end of the financial scale. First, they guided the boys about the camp and to their cabins in the pitch pines. "Gee, everybody has a bed to himself," was the usual remark. Fruit was brought out, and to the delight of the girls, the boys stored it in their blouses. That was what they always had done when they grabbed fruit from a push cart.

There was a baseball game; then came the big cookout on the beach.

Perhaps the event that lingers longest in memory was the singing of sea chanteys. Mr. King was Uncle Sam's chanteyman in World War I. I can still hear "Down to Rio," and "Old King Cole." With Mr. King's deep voice rolling out over the sea, the piping voices of the boys, the harmony of the girls—even the camp grandmother joined in—there was never a more enthusiastic songfest. After the sea hauling songs, and maybe a Harry Lauder song by Dan Harvey, the audience sat spellbound around a driftwood fire to hear the tales of adventure and of life on an old sailing vessel. If I had had any wonderment as to how a man in his sixties dared to take sixty-five "hard cases" to a sail loft single-handed, my doubts were put to flight. It took an understanding person, who had spent part of his life in sailing ships, in the merchant marine, and later in the "Old Navy," to "tar down the rigging" and bring a motley but obedient crew aboard.

King could do it, and the boys worshipped him for what he was. If by chance one of King's boys should read this and get a quick pulsation of his heart, I trust that he will stand by the mainmast long enough to say "pipe down" and give a long shrill whistle for the old boatswain's mate. He certainly would have had no "mourning at the bar" when he put out to sea.

Listening and Viewing

Community Recreation on TV

Television shows dealing with community recreation have been produced by the Ford Fund for Adult Education at WOI-TV in Ames, Iowa.

The first of these dealt with the recreation problems of the small community of Toledo, Iowa, and was a part of a series of programs called *The Whole Town's Talking*. In this series, burning local issues and problems were discussed by citizens in an effort to find a democratic solution. The value of full, free discussion of all sides of a question was pointed up. The underlying issue in Toledo was whether an organized or unorganized approach should be taken to recreation in that town.

Another Iowa town was slated for discussion of recreation in the series. In this case the question was apathy vs. action in meeting recreation needs. As a result of the preliminary town-meeting and subsequent activity in preparation for the program, a recreation council was formed, definite steps were taken to provide a program and the apathy was eliminated—so the TV show was cancelled.

Following this start, in the spring of 1952, it was decided to produce four documentary programs on recreation the following winter. These half-hour programs were carefully planned and prepared with the help of professional recreation persons and were filmed.

The first film is a definition of recreation: what it is for, what it is. The second shows the scope of recreation—the variety of activities for everybody. It depicts the way recreation serves the people of Iowa and emphasises what needs to be done. The third takes the small community of Ruthven as an example of how the people can organize, raise the money and provide a good program for all citizens. In this film, the members of the Ruthven Recreation Council are the spokesmen, and they describe in detail what they have done and how it was accomplished. The final film is a discussion of a proposed state recreation service, by a proponent and an opponent. They discuss a bill which had been introduced in the legislature to provide consultation and service to communities.

The four films have been made available to interested groups for the cost of mailing, and may be obtained by writing to Merritt C. Ludwig, WOI-TV, Ames, Iowa. They were shown at the Midwest Recreation Conference in Omaha last April.

New Idea in Recordings

Four new titles of the interesting series of dramatic recordings, aptly called ENRICHMENT RECORDS, are now ready: *Explorations of Pere Marquette*, adapted from the story by Jim Kjelgaard; *Lewis and Clarke Expedition*, adapted from the book by Richard L. Neuberger; *Monitor and the Merrimac*, adapted from the book by Fletcher Pratt; and *Lee and Grant at Appomattox*, adapted from the book by MacKinlay Kantor. The stories of these thrilling events in history are dramatized with a full cast of professional theatre and radio actors—not just narrated.

Parents and educators have enthusiastically endorsed this series: thousands of youngsters have given their approval by asking for additional titles. The records are advertised for young people, ages nine to fourteen, but we suggest that they can be enjoyed by all who are young-in-heart. Use them during Book Week, November 15-21, for they will stimulate a desire to read about these periods in history; use them to set the atmosphere for historical pageants of the period; try them out with your golden-agers; add them to your center library. Prices are: 78 RPM (standard) speed, \$2.95 each; 33 1/3 RPM (long playing) speed, \$3.95 each. Write to Martha Huddelston, Director, Enrichment Records, Inc., 246 Fifth Avenue, New York 1, N. Y., for complete list.

Films

• *Discussion* — The American Film Forum is releasing a series of nine monthly discussion films on public affairs, to schools, colleges, churches, Y's, public libraries, clubs, community centers, and so on, on a subscription plan. The Forum's objective is to stimulate the discussion of public events on the local level, with the films acting as the springboard for such discussion. Write the American Film Forum, Incorporated, 516 Fifth Avenue, New York City.

1953 Audio Fair

More than 20,000 music lovers, audiophiles, and sound engineers will pour into Manhattan's Hotel New Yorker, October 14, 15, 16 and 17, to make the 1953 Audio Fair the greatest public exhibit in audio Hi-Fi history. In keeping with the policy established with the first Audio Fair five years ago, the 1953 event will be open to all interested parties, professional and amateur, free of charge.

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MEN AND WOMEN TENNIS COACHES—This book gives stroke mechanics and strategy; teaching methods for handling large groups of pupils on one court. Included are 73 action photos and diagrams; Official Tennis Rules; graphic wall chart with 18 sketches.

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A handbook for players, 109 pp. . . . \$1.50

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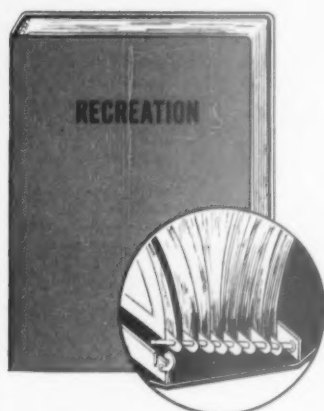
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On the Campus

Student Aid

A bulletin, *Student Aid for College Recreation Majors*, carries up-to-date information on scholarships, fellowships and assistantships for students, in recreation curriculums, 1953-54. This is available from the National Recreation Association as a free service to Active Associate Members; while service-charge to non-members is fifty cents. Write Personnel Service, NRA.

News Notes

● Fay S. Mathewson of Plainfield, New Jersey, and Ernest M. Ford of Yonkers, New York, have been awarded the 1953 Tarbell Medallion Award—the highest honor bestowed upon an alumnus by Springfield College, Springfield, Massachusetts, "in recognition of meritorious service to Alma Mater." Mr. Ford, a YMCA executive secretary, is currently serving as vice-chairman of the Council on YMCA-Springfield College Relationships; while Mr. Mathewson, Union County, New Jersey, recreation director, who has been president of the American Recreation Society, is class alumni fund representative.

● Co-ordinator of the recreation curriculum at the University of Wisconsin, H. C. Hutchins, says: "The recreation curriculum of the University of Wisconsin is graduating thirty seniors in 1953: five in February, twenty in June and five in August. Of this number the armed forces have claimed five, marriage has taken seven others out of circulation, and three have chosen non-recreation occupations, leaving half the current crop of graduates in or about to enter the profession."

● George K. Makechnie, dean of Boston University's Sargent College of Physical Education, recently delivered an address at Oxford University on the subject of school camping. Mr. Makechnie directs a year-round program of school camping for the school children of greater Boston. The occasion of his talk was the first of three major physical education conferences which were held in Europe this summer.

● Jackson J. Perry, executive director of the Leominster (Massachusetts) recreation center, has been named assistant professor of recreation at the University of Massachusetts for this year.

New Grants

The Ford Foundation has made grants totalling \$249,500 to five leading American universities, to enable them to undertake self-surveys of their training and research programs for the scientific study of human behavior. A grant of \$49,500 was made to Stanford University and \$50,000 each to the University of Chicago, Harvard University, the University of Michigan, and the University of North Carolina. These are for the academic year 1953-54.

New Graduate Course at N.Y.U.

One of the newer developments in recreation is the program conducted by hospitals to care for the recreation needs of people confined to these institutions for long or short terms. The medical profession recognizes the important therapeutic value of good morale and a sense of well-being. In answer to insistent demands for people with special training for work in hospital recreation, the School of Education, of New York University, has developed a new curriculum to provide this type of personnel.

Their program offers courses in the physical, emotional and social problems of atypical people, and includes courses in principles of group work, principles of recreation, philosophy of recreation, techniques for conducting recreation activities in hospitals, leadership techniques for hospital recreation and field work experience in hospital recreation. For further information, write to Miss Edith Ball, Department of Physical Education, Health and Recreation, School of Education, New York University, Washington Square, New York 3, New York.

Students! Instructors!

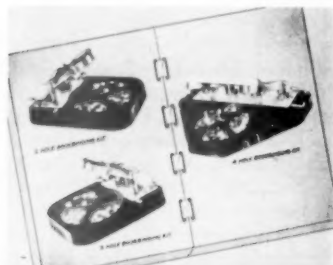
Information and news items for this department of the magazine are slow in coming in. Are you interested in seeing it continue, and would you like it to be lively and interesting? Enough to make your own contribution to it?

Recreation majors, why don't you appoint a Recreation Reporter to represent your college department, class, association or group? These columns in the magazine belong to you if you want them. Have you no projects in-the-works that others would be interested in knowing about?

MARKET NEWS

Plastic Bookbinding Kits

Tauber Plastics, Inc., 200 Hudson Street, New York 13, has created new, inexpensive loose-leaf bookbinding kits which should appeal to those who are interested in preparing attractive reports and albums. The kits, containing either a two-, three-, or four-hole punch,



and plastic binding tubes, are now available at some stationery, photography, and hobby supply stores; or write to the manufacturer.

New Marker

A new line marker, the Ryan ACE, is a visual four-wheel line marker, with a fifty-pound capacity, making a standard two-inch line. It is equipped with the patented rotor agitator to make the handling of lumpy or damp material as easy as the handling of fine dust. For illustrated information write to the H. & R. Manufacturing Company, Department R, 3463 Motor Avenue, Los Angeles 34, California.

Moody Awards

Twelve-hundred awards for accomplishment, given out at the Scout-o-Rama held in Los Angeles early in the summer, were supplied by W. R. Moody, 702 North Mariposa, Burbank, California. The Moody company invites recreation directors to write for a *free sample* of an award. (Use your own letterhead; and please mention RECREATION magazine.) They will be happy to answer your request promptly.

Third Dimensional Story Scenes

Here's a new way of showing the chil-

dren the good old-fashioned fairy tales and nursery stories, in realistic third dimension, through an adjustable plastic viewer that makes the characters in the stories almost life-like. This set, including a series of seven beautiful scenes showing the story of Christmas, "Cinderella," "Goldilocks and the Three Bears," "Mother Goose Tales," and other favorites, plus the all-plastic adjustable viewer, is only \$1.00 postpaid. Viewscope Company, 6612 Sunset Boulevard, Hollywood 28, California.

Folding Stage

Almost any room can be quickly transformed into a theatre or auditorium with little effort through the use of the new, portable, Horn Folding Stage.



You simply roll this portable unit into position, secure it in place with a few quick turns of the floor stops and it's ready for use. When finished with it, release the floor stops, fold the stage and roll it smoothly out of the way. Write Brunswick-Balke-Collender Company, 623 South Wabash Avenue, Chicago, Illinois.

Decals

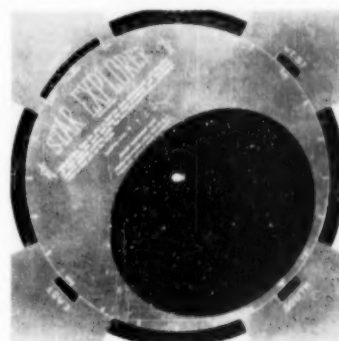
To help remind people to turn off lights, when they are not needed, is the sole purpose of some neat little decal transfers (1 by 2½ inches) stating "Don't waste lights." They're produced by the Meyercord Company, 5323 West Lake Street, Chicago 44. Write to them for information.

Star Explorer

Dr. Hugh S. Rice of the Hayden Planetarium has announced that the planetarium is releasing for general sale

its well-known Star Explorer, designed by Dr. Rice for the special use of the Junior Astronomy Club of New York, an organization sponsored by the Planetarium.

The Star Explorer is an ingenious little device with which the stars may be accurately located and identified at any hour of the night, on any night of the year.



Copies may be obtained for \$.50 each by writing to The Junior Astronomy Club, Hayden Planetarium, Central Park West, New York City.

TIPS FROM OUR READERS

Zelball

We introduced the game of Zelball on our playgrounds in Danville, Virginia. It quickly became the most popular game. We sponsored tournaments on each playground and had more participants than in any other single tournament. We bought equipment from the Zelball Company, Mount Holly, New Jersey, for one playground. Then we made our own equipment for the other playgrounds except for the Zelballs and cords, which we purchased from the company. The equipment we made consisted of two pieces of pipe, one fitting down into the other, and the paddles, which were cut out of a solid piece of wood. This game is a winner for all age groups.—ANNE HAMILTON, *Supervisor of Playgrounds, Recreation Department, Danville, Virginia.*

Books Received

- COKEBURY DINNER AND BANQUET BOOK, THE,** Clyde Merrill Maguire. Abingdon-Cokesbury, Nashville 2. Pp. 153. \$1.95.
- CREATIVE HOBBIES,** Harry Zarchy. Alfred A. Knopf, Inc., 501 Madison Ave., New York 22. Pp. 299. \$3.50.
- DECORATING FOR JOYFUL OCCASIONS,** Marjorie W. Young. Grosset and Dunlap, New York 10. Pp. 120. \$1.50.
- FUN FOR YOUNG COLLECTORS,** Joseph Leeming. J. P. Lippincott Co., East Washington Square, Philadelphia. Pp. 88. \$2.85.
- FUN ON WHEELS,** Annie Blaine. Hart Publishing Co., Inc., New York 16. Pp. 160. Paper \$1.00.
- GOLDEN PLAY BOOKS: THE GOLDEN BOOK OF AIRPLANES,** Paul Jensen. Pp. 88. **FLAG STAMPS OF THE WORLD,** Hilda Marx and Gertrude Herman. Pp. 48. **DOLLS AND TOYS,** Kathryn Jackson. Pp. 88. **PICTURE STAMPS FOR THE VERY YOUNG,** Kathryn Jackson. Pp. 48. Simon and Schuster, Inc., New York 20. \$.50 each.
- HANDBOOK OF SKITS AND STUNTS, THE,** Helen and Larry Eisenberg. Association Press, New York 7. Pp. 254. \$2.95.
- HELPING OLDER PEOPLE ENJOY LIFE,** James H. Woods. Harper and Brothers, New York 16. Pp. 139. \$2.50.
- HORSE BOOK, THE,** John Rendel. Sterling Publishing Co., New York 10. Pp. 143. \$2.95.
- MATHEMATICAL RECREATIONS,** Maurice Kraitchik. Dover Publications, New York 19. Pp. 330. Paper \$1.60, Cloth \$3.00.
- 101 BEST PARTY GAMES FOR ADULTS,** Lillian and Godfrey Frankel. Sterling Publishing Co., New York 10. Pp. 128. \$2.00.
- POPULAR GUIDE TO GOVERNMENT PUBLICATIONS,** A. W. Philip Leidy. Columbia University Press, New York 27. Pp. 296. \$3.00.
- PROBLEMS IN HEALTH, PHYSICAL AND RECREATION EDUCATION,** Leonard A. Larson, Morey R. Fields and Milton A. Gabrielsen. Prentice-Hall, Inc., New York 11. Pp. 340. \$7.35.
- PSYCHOANALYSIS AND SOCIAL WORK,** Edited by Marcel Heiman. International Universities Press, 227 West 13 St., New York 11. Pp. 346. \$5.00.
- SOCIETY—DEMOCRACY—AND THE GROUP,** Alan F. Klein. The Woman's Press, 425 Fourth Ave., New York 16. Pp. 341. \$4.00.

TEEN TALK, Marion Glendining. Alfred A. Knopf, Inc., New York 22. Pp. 146. \$2.50.

12 LESSONS TO BETTER GOLF, Jim Turnesa. Prentice-Hall, Inc., New York 11. Pp. 180. \$3.95.

WILD FLOWER STUDIES, Bessie D. Inglis. Studio Crowell, New York 16. Pp. 150. \$5.50.

YOUR OPPORTUNITY, Theodore S. Jones, P. O. Box 41, Milton 87, Mass. Pp. 222. Paper \$3.95, Cloth \$4.95.

Pamphlets

ADD LIFE TO THEIR YEARS, Catherine Lee Wahlstrom. National Council of Churches, 120 East 23rd Street, New York 10. Pp. 75. \$1.00.

BETTER POPULATION FORECASTING FOR AREAS AND COMMUNITIES, Van Beuren Stanberry. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C. Pp. 80. \$.25.

THE CHEERLEADER'S HANDBOOK, National Sports Equipment Co., Fond Du Lac, Wis. Pp. 41. \$.25.

DEVELOPING RESPONSIBILITY IN CHILDREN, Constance Foster. Science Research Associates, 57 West Grand Avenue, Chicago 10. Pp. 48. \$.40.

FACTS ABOUT YMCA YOUTH PROGRAM, Association Press, New York 7. Pp. 29. \$.50.

FLORIDA'S OLDER POPULATION, T. Stanton Dietrich. Florida State Improvement Commission, Tallahassee. Pp. 42.

JOURNAL OF RESEARCH IN MUSIC EDUCATION, Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. Pp. 80. \$2.00. Vol. 1, No. 1 of a new periodical.

LET'S WORK TOGETHER IN COMMUNITY SERVICE, Eloise Walton. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. \$.25.

MAKE YOUR PENNIES COUNT, Mildred Hark and Noel McQueen. Science Research Associates, Chicago 10. Pp. 40. \$.40.

REACHING THE UNREACHED, New York City Youth Board, 500 Park Avenue, New York 22. Pp. 151. \$1.00.

RETIRED POPULATION OF ST. PETERSBURG—ITS CHARACTERISTICS AND SOCIAL SITUATION, THE, Irving L. Webber. Retirement Research Division, Florida State Improvement Commission, Tallahassee. Pp. 149. \$1.00.

**WHAT YOU SHOULD KNOW ABOUT PAR-
ENTHOOD,** Ralph G. Eckhart. Science

Research Associates, Chicago 10. Pp. 40. \$.40.

Magazines

BEACH AND POOL, May 1953

Planning Your Municipal Pool.
The Patton Community Center Pool.
William E. Bachman.
Design Portfolio. X: Joints.
Boise's Swimming Pool Story, Helen Peterson.

June 1953

Planning Your Municipal Pool.
Design Portfolio. XI: Wading Pool.
Recreation Swimming Activities.

July 1953

Modern Pool Overflow Design, T. Sanders.

A Guide to Basic Pool Construction
Features, Chauncey A. Hyatt.

Choosing the Proper Paint for Your
Swimming Pool, Dr. Philip Gordon.

No-Slip Safety, A. L. Gilstad.

Design Portfolio. XIII: Walk Areas.

CALIFORNIA PARENT-TEACHER,

June 1953

Take the Family, William Frederickson, Jr.

CAMPING MAGAZINE, May 1953

What Makes Good Camp Staff Morale? Richard J. Yawger.

Let's Make Something, Bettye Breeser.

Use Your Camper Evaluations, Willa Vickers.

Safe Canoe Programs, Ann Elizabeth Weber.

Emphasize Fun in Camp Dramatics, Betty Harlor.

June 1953

Summer Activities Issue.

CHILD STUDY, Summer 1953

Your Children and Music, Hugh K. McElheny.

PARKS AND RECREATION, May 1953

What Is a Good Public Park? Edward Anthony Connell.

Health and Safety in Camps, Reynold E. Carlson.

Safety Important Factor in Playground Design, Frederick C. See.

June 1953

Parks by the Mile, Jerome M. Fischer.
"Outing-Service" Is Becoming More Popular.

Inexpensive Nature Materials Offer Many Uses in Craft, Dorothy C. Matala.

Suggested Business Procedures In Swimming Pool Operations, C. P. L. Nicholls.

Planning Family Picnic Areas, William Penn Mott, Jr.



new Publications

Covering the Leisure-time Field

The Cultivation of Community Leaders

William W. Biddle. Harper & Brothers, New York 16. Pp. 203. \$3.00.

Developing leaders for volunteer community activities is basic to the maintenance and continuance of the democratic way of life. This book suggests practical ways for solving this problem. It gives clear and concise information, not only on the *why*, but also on the *how* to deal with it.

Here is a simple guide for citizens and leaders engaged in community activities. Also, it will aid teachers and professors in developing their courses with real community problems in mind. What could be more timely for the teacher than the application of class room theory and principles to real life?

The teacher could hardly find a greater educational opportunity than the preparation of students for leadership through participation in the on-going activities of communities. The strength of individual and collective leadership on the campus or in the community will not be known until it is developed and tested. This book deals with leadership at the grass roots and focuses it on the community.—*W. C. Sutherland*, Personnel Service, National Recreation Association.

The Municipal Year Book, 1953

Clarence E. Ridley and Orin F. Nolt-ing, Editors. International City Managers Association. 1313 East 60th Street, Chicago. Pp. 602. \$10.00.

The *Municipal Year Book*, for 1953, like previous editions, is an authoritative resume of activities and statistical data of American cities. The purpose of this annual book, now in its twentieth year, is to provide municipal officials with information on the current problems of cities throughout the country, with facts and statistics on individual city activities, and with analyses of trends by population groups. Of special interest in the 1953 volume is a section entitled "Economic Classification of Cities and Metropolitan Areas."

Recreation authorities will read with special interest the section dealing with park and recreation developments in 1952, prepared by George D. Butler of the National Recreation Association, and a comparable chapter on city planning developments. The table reporting payrolls for selected city jobs, including park executive and recreation director, affords data that will interest recreation authorities, but will cause little elation. The directories of city officials contain valuable reference sources, and the bibliographies throughout the chapters summarize new and standard literature on various municipal subjects.

Philosophy of Recreation and Leisure

J. B. Nash. C. V. Mosby Company, St. Louis 3. Pp. 222. \$3.50.

Here is an up to the minute analysis of leisure and recreation as they relate to today's increased away-from-the-job living. Vivid and meaningful word-illustrations throughout the book, tied with a philosophical approach, make it very readable and provide the reader with sound basic concepts of the *why*, *what* and *how* of the constructive use of our leisure hours.

The process of planning for this book has taken twenty years and Dr. Nash discusses in his introduction a study he has made of one thousand adults. His purpose was to determine at what age people learn the skills which, as adults, they use in recreation. He discovered that the skills acquired by 60 per cent were learned before the age of ten, 70 per cent before the age of twelve and over 85 per cent before the age of twenty. These significant findings indicate that youth is the best time in which to learn skills. However, the author hastens to point out that this does not indicate that individuals over twenty-one cannot do so.

Other chapters of particular interest and which add special importance to this book include: "The Activity Drive, Play-Work-Leisure"; "Man the Spectator"; "Man the Creator"; "Abuse of



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Rest"; and "Retire and Live."

In fact, the many valuable ideas and concepts throughout its 222 pages should provide helpful reference for anyone in the health, physical education and recreation field who is engaged in and/or interpreting the role of leisure and recreation in today's community.—*John J. Collier*, District Representative, National Recreation Association.

Creative and Mental Growth (Revised Edition)

Viktor Lowenfeld. The Macmillan Company, New York 11. Pp. 408. \$5.00.

This book is *not* for those leaders who want to be "spoon-fed" with easy how-to-do-its. For those departments and leaders who realize the importance of art in the physical, mental and emotional development of children, however, and who want to understand better how to develop and interpret it, this book is a *must*. It is serious and thorough, and requires careful reading and thought. The reader will be richly rewarded by the new insight methods, and values he will gain.

Those working with the handicapped—physical or mental—will find Chapter VIII particularly helpful.

Recreation leaders, whether responsible for arts and crafts programs or not, should read Chapter I in order to get a better understanding of what art work means to a child, and its importance to healthy personality development. This chapter would be a fine subject for staff discussion.—*Virginia Musselman*, Program Service, National Recreation Association.

Baseball Schools and Clinics

The American Baseball Congress, P. O. Box 44, Battle Creek, Michigan, and Little-Bigger League, 524½ Hamilton Avenue, Trenton 9, New Jersey. Pp. 32. \$.50.

For those recreation leaders who have been writing to us, in increasing numbers, for information as to how to start a baseball clinic, we call attention to this new pamphlet on the subject which came out early in the summer. Published as a handbook for both managers and players, it covers organization of classes, lessons to be used in training and building up your club, and includes sections on batting, base-running, pitching, catching, infielding, outfielding, and maxims of baseball.

Teen Theater

Edwin and Nathalie Gross, Whittlesey House, McGraw-Hill Book Company, New York 36. Pp. 245. \$3.25.

Teen Theater rates high on our recommended list of guide books for amateur and semi-professional play production.

If you've been thinking about *starting* a production group, or if you have a group and feel that it needs a few kinks rolled out of it, you would do well to tuck a copy of *Teen Theater* under your arm for quick reference.

The book not only covers every aspect of a production, such as organization, directing, acting, scenery, props, costumes, make-up, lighting, special effects, publicity, programs and house management, but also includes six non-royalty one-act plays. These plays, all comedies in present day settings, are particularly suitable for the teen-age group, but don't let that scare other groups away from *Teen Theater*. If you are a leader in the long established "drama society" of your town, or in an adult club that wants to put on a play, or in a church, a grange, or the community recreation center—just pick your play and use Edwin and Nathalie Gross's *Teen Theater* production plans! Easy to read! Clear! Tips to save you time! Told in a way that will make you want to start "Casting Today!"—*Jean Wolcott*, Assistant, Program Service, National Recreation Association.

How To Make Mobiles

John Lynch. Studio Crowell, 432 Fourth Avenue, New York 16. Pp. 96. \$3.00.

Here it is! At last! A book on making mobiles, those fascinating modern objects that swing and sway from the ceiling. Here's a new craft for adults; a new craft for children—because mobiles can be made of paper, tin, copper, glass, and be simple or elaborate, depending on the skill of the person. They're fascinating to watch—and to make!

This book is written clearly, simply, and illustrated by beautiful photographs of the author's own mobiles. Order it—and get a group started! It'll be the most popular craft in your program.

500 Live Ideas for the Grade Teacher

Betty Lois Eckgren and Vivian Fishel. Row, Peterson and Company, Evanston, Illinois. Pp. 320. \$2.00.

We heard about this book from one of our National Recreation Association training specialists who saw it being used and enjoyed by several recreation leaders, so we wrote for a review copy.

It is a collection of simple ideas, mostly of crafts and games suitable to use with children of elementary school age. Each idea is developed alphabetically, so a game may be next to a craft project—but the general index in the back will help you find what you need quickly. Directions are clear, and many of the suggestions are illustrated.

We suggest that you add it to your

recreation library. You'll find that your playground and indoor center leaders will make good use of it, because the projects are non-technical, and would be fun for youngsters.

Children in Play Therapy

Clark E. Moustakas. McGraw-Hill Book Company, New York 36. Pp. 218. \$3.50.

Presented in textbook form, this book is designed to give teachers, parents and leaders a deeper insight into, and sensitivity toward, children's emotions. It vividly portrays experiences in play therapy with well-adjusted as well as disturbed children, showing how those who are happy and secure may use specialized play situations to express minor tensions and frustrations. Verbatim transcriptions of children's dialogue are included, and are followed by discussion and analysis in each case.

Child Development

William E. Martin and Celia Burns Stendler. Harcourt, Brace and Company, New York 17. Pp. 519. \$6.50.

Written for parents, pediatricians, teachers and students, this book deals with growth—mental, emotional, physical—and covers facts, principles and generalizations from the various social sciences in relation to the growth of the individual in society. Part III, Socialization, should be of especial interest to recreation leaders. Part IV, Socializing Agents, is divided into four chapters devoted respectively to: The Child and the Family; The Child in the School; The Peer Group; The Child in the Community. It is interesting to note that, while the third of these chapters mentions the development of youth organizations and devotes several pages to the values of Cub Scouts, the fourth chapter—The Child and the Community—includes no mention of community recreation, playgrounds, play centers and so on.

Teaching Individual and Team Sports

R. T. DeWitt. Prentice-Hall, Incorporated, New York 11. Pp. 497. \$6.65.

If you have to organize and lead sports, this is the book for you. It will provide you with simple and detailed instructions for the most common of these activities. Tests to stimulate your group, the best ways to grade your group, teaching procedures, the different skills required by each sport, are included, to help in turning "green players" into experienced ones. Over one hundred and fifty illustrations clearly show the layout of fields, courts and diamonds, and the more difficult moves and plays in the various activities.

Recreation Leadership Courses

Sponsored by the National Recreation Association
and

Local Recreation Agencies

October, November and December 1953

HELEN M. DAUNCEY Social Recreation	State of Alabama October 19—November 12	Mrs. Jessie Mehling, Supervisor Health and Physical Education, Department of Education, Montgomery
ANNE LIVINGSTON Social Recreation	Waco, Texas October 12-15	John Morrow, Director of Parks and Recreation
	Corpus Christi, Texas October 19-22	Mrs. June Finck, Superintendent of Recreation, Old City Hall
	New Orleans, Louisiana October 26-29	John Brechtel, New Orleans Recreation Department, 1000 South Rampart Street
	Galveston, Texas November 2-5	William Schuler, Superintendent of Recreation, 2119 Twenty-seventh Street
	Temple, Texas November 9-12	Jamie Bonner, Director of Parks and Recreation, Recreation Center
	Oklahoma City, Oklahoma November 16-19	Alvin Eggeling, Superintendent of Recreation, City Hall
	Portales, New Mexico November 30—December 3	Joseph F. Dickson, Chairman of the Division of Health and Physical Education, Eastern New Mexico University
	Sumter, South Carolina December 8-11	Harry R. Bryan, City Recreation Director, Recreation Department
MILDRED SCANLON Social Recreation	State of Georgia October 26-November 19	Dr. J. Eugene Welden, Coordinator Special Services, University of Georgia, Division of General Extension, Athens, Georgia
FRANK A. STAPLES Arts and Crafts	Stockton, California October 5-15	E. Seifert, Superintendent of Recreation, Recreation Department, City Hall
	Piedmont, California October 19-20	L. A. Quayle, Superintendent of Recreation
	Moscow, Idaho October 26-November 5	Frank J. Reich, Director of Recreation
	Rochester, New York December 9-11	Rex M. Johnson, Secretary Character Building Division, 70 North Water Street, Council of Social Agencies, Inc.
GRACE WALKER Creative Recreation	Durham, North Carolina October 12-15	I. R. Holmes, W. D. Hill Community Center, 1308 Fayetteville Street
	Nebraska Wesleyan University Lincoln, Nebraska October 26-29	Miss Garnet Guild, College Secretary, American Friends Service Committee, Inc., 4211 Grand Avenue, Des Moines, Iowa

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

RECREATION

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Under His Foot, the Live Grenade

Technical Sergeant
Robert S. Kennemore, USMC
Medal of Honor



THE MACHINE GUN belonged to E Company, Second Battalion, Seventh Marines. It was under the command of Technical Sergeant Robert Sidney Kennemore.

It was busy. For on this November night fanatical Red masses were swamping Marine defense positions north of Yudam-ni.

Fifteen yards in front of the gun, a Red soldier raised his body briefly and sent a grenade into the air. It landed squarely among the crew. In a split second, Sergeant Kennemore had covered it with his foot.

There was a violent, muffled explosion, but not a man was hurt. Not a man except Sergeant Kennemore. He had given both his legs to save his comrades' lives.

"When I was on active duty," says Sergeant Kennemore, "I sometimes wondered if people back home cared as much about stopping Reds as we did. Now that I'm a civilian, I know they do. And one proof is that so many of my neighbors are investing in E Bonds for our country's defense. Believe me, I know how important that defense is. So I'm investing, too, just as I hope that you are!"



Now E Bonds pay 3%! Now, improved Series E Bonds start paying interest after 6 months. And average 3% interest, compounded semiannually when held to maturity. Also, all maturing E Bonds automatically go on earning—at the new rate—for 10 more years. Today, start investing in U. S. Series E Defense Bonds through the Payroll Savings Plan; you can sign up to save as little as \$2.00 a payday if you wish.

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